The Impact on Teachers and Pupils of Involvement in BBC News School Report


by Robert Collins & Moira Paterson
Acknowledgements

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Executive Summary

- Teachers were very positive about the benefits for them as teachers as well as for the pupils from involvement in BBC NSR.

- All teachers considered that participation in BBC NSR contributed to and helped develop at least some of the four capacities of CfE

- Teachers commented positively on the value of having a real world project for the pupils to work on and valued the opportunities provided to make teaching more relevant.

- It seems that participation in BBC NSR encouraged pupils, and some teachers, to be more interested in the news and more aware of what was happening in the world

- The fact that News School Report was organised by the BBC was considered to be important by all teachers who responded

- Resources, including the website were rated highly; teachers commented positively on the importance of BBC mentors and on the high quality of resources.

- BBC NSR can be related to a number of curricular areas depending on the interests and expertise of the teachers as well as the interests of the pupils.

- Possible links to learning transfer outside the subject area will intrigue teachers within the secondary sector, offering as it does a tentative case for supporting the interdisciplinary dimension of CfE (2006).
Introduction

This study evaluates the BBC News School Report (BBC NSR) project in Scotland in 2010-2011. The project was piloted nationally in 2006 and increasing numbers of schools have chosen to be involved in the following years. In Scotland in 2010-2011 66 schools were involved with 59 secondary and 7 primary schools participating. This is the first evaluation to focus on Scottish schools.

BBC News School Report is designed for pupils aged 11-14 and their teachers. It gives pupils an opportunity to make their own news reports on topics relevant and interesting to them and to present these to a real audience. Using the materials on the website www.bbc.co.uk/schoolreport teachers provide pupils with opportunities to become news reporters. On March 24th 2011 pupils took part in a News School Report Day where audio, video and written news reports were created, then published on a school website and linked to the BBC. Two schools took part in a News School Report outside broadcast day with the BBC.

This evaluation focuses solely on Scottish schools and looks at the benefits for pupils and teachers of involvement in the BBC News School Report project. It is the first study to evaluate the BBC News School Report website. The evaluation of the website was tackled using a web analysis tool based on Pritchard (2004) and developed by Collins and Paterson (2009) for use with undergraduate and postgraduate teaching students. The evaluation considered the effectiveness of the website and the use made of it by teachers.

BBC NSR has continued to build on the success of previous years as found by Passey (2008) and Passey and Gillen (2009). Evidence from pupils and teachers confirms the value of the project. Pupils were shown to have gained in confidence through participation. They developed and used a wide range of skills in an authentic situation for a real audience. They
were challenged and motivated, worked as groups, took responsibility, made decisions and became more independent. Pupils became more interested, as well as more informed, about the news. There was a high level of interest and enjoyment as pupils created a wide range of news reports. Teachers were very keen to be involved again in the future.

It seems particularly relevant to evaluate the project at a time when Curriculum for Excellence (CfE, 2006) is in the process of being implemented in all Scottish Schools and this review will investigate links between BBC News School Report and the four capacities of CfE.

**Curriculum for Excellence**

Curriculum for Excellence (2006) is based around values, purposes and principles. It aims to ensure that pupils develop the knowledge, skills and attributes that they need both now and in the future by providing a coherent, flexible curriculum for pupils aged from 3-18. There is a real focus on interdisciplinary learning; pupils are encouraged to learn beyond subject boundaries. The knowledge, skills and attributes that learners will develop will enable them to demonstrate four key capacities:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors
Background

Previous evaluations have looked at different aspects of BBC NSR. In their UK wide evaluation Passey and Gillen (2009) looked in detail at learning gains, the ways that schools managed BBC News School Report project and at how the BBC supported the management of the project. Evidence from this review indicated widespread agreement of worth.

Passey (2008) reviewed BBC News School Report as it ran in North West England in 2007-2008. The focus of this was on the role of BBC mentors and that of City Learning Centres (CLCs). This report stressed the importance of inclusion, effective group work and the ability to work to a deadline. Pupils were seen to use the knowledge that they had developed in real life, authentic situations.

The evidence collected in a small scale study that focused on 5 schools (SSAT, 2008) found that participation in News School Report had a significant impact on literacy. There were particular benefits for boys and those for whom English was an additional language.

Evaluation Methods

Data was gathered using the following methods:-

- Evaluation of the website using the web evaluation tool.
- In depth interviews with teachers involved in the outside broadcast day.
- Observation of pupils during the outside broadcast day.
- Post BBC News School Report Day questionnaires. These were sent out to all participating Scottish schools for completion by one teacher and five pupils in each school (more pupils completed questionnaires in some schools). Questionnaires were
organised under the headings of Convenience, Relevance, Rewards and Barriers and Recommendations.

Prior to involvement in BBC NSR head teachers completed agreement and consent forms to enable the partnership between schools and the BBC to take place. Parents were required to give permission for their children to take part. This is in line with ethical considerations. Of the 66 Scottish schools who participated in BBC NSR in 2010-2011 feedback in the form of completed questionnaires was received from 25 teachers and pupils in 20 schools.

The study sought the views of pupils and teachers and analysed the responses in order to build up a picture of the 2010-2011 BBC NSR experience in a number of schools in Scotland. The use of the website by teachers was reviewed and their perceptions of its effectiveness analysed. Although this is a small scale study insights into how BBC NSR is perceived by teachers and pupils will be revealed. Possible future areas for development will also be considered.
The Impact on Teachers and Pupils of Involvement in BBC News School Report

The website is designed by the BBC to be used primarily by teachers. The primary link between the teacher and BBC News School Report is the website although support is also provided through mentors.

The study initially used the website evaluation tool adapted by Collins and Paterson (2009) as a template for discussion with participating teachers. This was subsequently adapted to a format to guide broader enquiry into how teachers engaged with the processes involved in BBC NSR. From this, several themes emerged and these formed the basis of the questionnaire for teachers (Appendix 1). These broad themes centred on convenience, relevance, rewards and barriers and recommendations. The same themes were used for pupil questionnaires in order to maintain consistency (Appendix 2). Interviews were carried out with teachers before BBC News School Report Day and on the day itself. Pupils were also observed as they participated in BBC News School Report Day. The questionnaires were emailed to all Scottish participants to be completed immediately following BBC News School Report Day.

Teacher Questionnaire Section: BBC NSR 2011

Convenience

Convenience was seen as a major driver for the adoption of BBC News School report in schools. This seems understandable at a time of national curricular change in Scotland. Within the theme of convenience aspects of orientation, user population and usage were investigated.
The fact that NSR was organised by the BBC was considered to be important by all of the teachers who responded. One particular teacher felt secure working with the BBC as it would be a quality, well organised project. Teachers became involved in the project for a variety of reasons. Discussion with and recommendations from colleagues in other schools, being part of a national project, previous involvement in the project and the rapport built up with the BBC all had an impact. One first time user saw the website and decided to become involved. An advert on TV, a flier seen previously and a well timed mail shot encouraged others to participate.

‘Mail shot was well timed for the need for an interdisciplinary project.’ (Art teacher)

‘I enjoy working with the BBC as they have many resources.’ (English teacher)

Benefits for the pupils were also important when teachers considered whether to participate. It was seen to be a good opportunity to expose the pupils to the world of news and to make pupils more confident and interested in the news. One teacher saw the project as:

‘a great opportunity to cover the course in a varied and interesting way.’ (English teacher)

Some teachers also saw opportunities to develop aspects of particular interest to their own curricular areas or to follow up on skills developed in previous lessons. One teacher saw it as a chance to teach media, a teacher interested in journalism saw an opportunity to lead in this area, a teacher with an interest in film editing wanted to work on this while another teacher saw the project as an appropriate way to further develop filming skills with pupils. A Geography teacher liked the idea of being involved in something with a clearly defined target. One teacher considered opportunities related to Curriculum for Excellence and noted that it was:

‘a chance to challenge the pupils in literacy when using ICT.’ (Technology teacher)
Participation

Of the 25 teachers who responded to the questionnaire almost a third were involved for the first time while 3 teachers had been involved since the project began. It seems that once teachers become involved they are keen to remain involved and all teachers stated that they would like to be involved in BBC NSR in the future. One teacher perceived herself to have become a champion for BBC NSR in her school and the driver of the project because she liked a challenge.

The recommended age range for BBC NSR is 11-14 and the majority of teachers worked with S1 and S2 classes on the project. However when teachers worked with extra-curricular clubs, pupils from S3, S4 and S5 were also involved. More than half of the teachers taught English while others taught Business Studies, RME, Technologies, Art, Geography or Modern Studies. One Maths and Science teacher participated with a small group of pupils from S2-S5. Two primary teachers also responded; one had participated 3 times previously and one participated this year for the first time.

Usage

The website clearly showed almost all of the teachers exactly how to participate in the project. The majority of teachers found the website to be very useful with only one teacher finding it of limited use. It was mainly used before BBC News School Report Day in March, when pupils were practising reports and when they were choosing topics to report on. It was also used by some teachers when deciding whether to participate in the project as well as after BBC News School Report Day by some. Teachers used the website structure and related it to other teaching resources. Some teachers used all parts of the website with the three
words per second grid considered to be particularly effective with pupils then starting to use this idea automatically.

Teachers commented positively on the importance of BBC mentors with their professional, proficient support and on the high quality and usefulness of the videos by Huw Edwards. Links to other schools, looking at practice day reports and updates about stories being followed by other schools were also seen to be useful for pupils and teachers. One teacher found other pupils’ reports to be particularly helpful as to the level that was required. BBC news online and CBBC News Round page were used as further resources.

‘Huw Edwards’ master classes were excellent. Language is at an appropriate level so pupils can access resources.’(English teacher)

Relevance

How effective is the website at making links between BBC NSR and CfE?

Teachers had differing opinions about the effectiveness of the website at making links between BBC NSR and CfE. These ranged from those who felt that links could be made clearer and more explicit to those who considered the links to be very relevant and effective. A few teachers felt that more work could be done in this area by having more links, by making links clearer and by having specific rather than general information about CfE. It seems that the links may be there but are not explicit and this is an area that could be developed further. One teacher commented that the website could be more explicit on outcomes and experiences but felt this would develop as CfE becomes embedded in future years. One teacher suggested that this was an area that they could work on in school to match
outcomes and experiences to the activities undertaken. A number of teachers however thought that the links were very good, useful and obvious.

‘I think it could have more links to CfE.’ (Primary teacher)

‘I think that this is a fantastic CfE project.... it gave them an active learning experience ....I couldn’t begin to tell you how much my S2 pupils get out of this. (English teacher)

**Into which curricular area does BBC NSR best fit?**

A small number of teachers were very strongly of the opinion that the project was inter-disciplinary and fitted into all aspects of the curriculum. One teacher felt that as the project was cross-curricular it would work well in different departments and that it could be used in different departments to address issues of timetabling and time restraints. Another teacher commented that for the project to be interdisciplinary continuing professional development would be required, both on using the website and on tackling interdisciplinary projects.

‘It is by its nature very inter-disciplinary therefore works well within a CfE context.’ (English teacher)

It seems from this study that the project can be related to a number of curricular areas depending on the interests and expertise of the teachers as well as the interests of the pupils. It has already been noted that some teachers used involvement in BBC NSR to develop or provide a focus for their own curricular area so it is not surprising that most teachers felt that it fitted best into specific curricular areas. As might be expected all of those who taught English thought that this was where BBC NSR fitted best although they considered other curricular area such as Modern Studies to be important too. Modern Studies and Geography teachers considered media, politics and global citizenship to be where BBC NSR fitted as
well as into Modern Studies. The RME teacher felt that this project fitted into RMPS and PSE as well as English. Business, Media Studies, Computing and Technology teachers made links to their areas as well as wider links. The Art teacher was the only person to mention Health and Well Being and Literacy across the curriculum although several teachers mentioned the importance of literacy development through this project. The Art teacher also commented that specific stories would link more closely to specific areas of the curriculum. It is interesting to note that the two primary teachers noted specific curricular areas such as Language, Global Citizenship, ICT and Technologies rather than the inter-disciplinary approach that might have been expected. It has traditionally been easier to carry out an inter-disciplinary project in primary schools because there are fewer timetabling restrictions so it is an interesting and relevant point that it was several secondary school teachers who emphasised the importance of the cross curricular nature of BBC NSR. On BBC News School Report Day one teacher commented that in her opinion there was flexibility to accommodate BBC NSR within the normal timetable of all schools.

**Development of the Four Capacities of CfE**

All teachers considered that participation in BBC NSR contributed to and helped develop at least some of the four capacities of successful learners, confident individuals, responsible citizens and effective contributors to society. General comments were made about it being very beneficial in all four capacities and helping to develop all of them. Some teachers were very specific about how particular activities or parts of the project had contributed to the four capacities and gave detailed examples of what had been achieved and how.

‘It ties into the four capacities very well-particularly in terms of contributing to society and increasing confidence.’ (English teacher)
Pupils were seen to develop excellent research skills and to gain knowledge of news and how it is produced. They used technology, became independent and made decisions. They had opportunities to use their initiative and became aware of bias and the need to be objective. As they researched their stories they developed negotiating and presentation skills and devised solutions in order to become successful learners.

‘Powerful stuff, they have to rise to the challenge.’ (Technology teacher)

Pupils became more confident in their abilities in a number of ways. They developed and used presentation skills, interviewed a variety of people, had opportunities to become independent and to make decisions as well as having opportunities to become involved in new situations. It was noted by a number of teachers that BBC NSR had given their pupils a boost in terms of developing their confidence and improving their self esteem.

Responsible citizenship was demonstrated as pupils contributed to helping others to understand what the issues were. Pupils considered issues that affected their community and came up with ideas and solutions; they became more aware of what was happening in society and of the world around them. One teacher commented that the environmental issues that the pupils became interested in dominated their conversation; they followed different lines of argument, considered how issues affected their generation and became very keen to share this with a variety of audiences.

‘They develop a range of skills and abilities-both social and academic and they gain a huge sense of responsibility.’ (English Teacher)

BBC NSR was seen as a chance for pupils to be effective contributors by using their group working skills on a real life project. Pupils had to be organised and therefore were seen to be
contributing effectively. They produced high quality professional articles, met deadlines and applied the skills that they had learned prior to the task.

**Rewards and Barriers**

**What did pupils gain from involvement in BBC NSR?**

One of the main benefits for pupils, noted by several teachers, related to the learning of skills for an identified purpose; to produce a real time news report for a real audience. Important skills that pupils were seen to develop included learning to critically select appropriate information as well as the development of questioning, interviewing and presentation skills. They had to research, negotiate and work under real pressure in order to meet deadlines. The element of challenge was considered to be a motivating factor too. Pupils were seen to take responsibility for making decisions as well as developing ownership over their own work.

> 'As I spend most of the day editing, the pupils have to take most of the responsibility for running their own news room, prioritising news stories, and even making painful decisions such as which stories to drop!' (Media Studies teacher)

Another aspect that teachers felt was of importance to their pupils was an increased awareness and interest in the news and media world as well as in politics. Pupils enjoyed making and gathering news and achieved their goal by producing an end product they were proud of. Recognition in the school community was considered to be important too.

> 'Having their own reports on the school website makes them feel proud.' (English teacher)
Involvement in BBC NSR was seen by only a few teachers as preparation for the workplace and for a career in journalism. It is interesting to note that one primary teacher saw skills for work as being very important to pupils while the majority of secondary teachers saw more immediate benefits in the development of transferable skills such as decision making, negotiating skills and the ability to use computer software and equipment. The opportunities that pupils had to work as a group and the development of confidence in real life situations were seen to be skills that could be used throughout the school. Some teachers felt that the project had benefits for wider aspects of reading and writing through pupils seeing themselves as real reporters.

Having a real audience for the reports was seen to be a very important aspect of BBC NSR. Teachers reported the development and use of enterprising behaviours to be a positive benefit too. It seems that pupils were encouraged to be enterprising by thinking outside the box, taking responsibility, putting forward ideas for stories, finding their own stories, asking questions and making suggestions for reporting. This links closely to the aims of CfE (2006).

‘They took a lot of responsibility for their own projects and really had a sense of ownership and pride - striving to be the best.’ (English teacher)

‘creatively thinking up possible areas for stories, research for stories, interviewing people, writing stories all required them to take responsibility.’ (RME teacher)

It would appear that the ability to work independently of the teacher was also developed through BBC NSR. Of the 25 teachers who responded only one felt that pupils were not encouraged to work independently while several commented that this was a definite benefit. Almost all teachers considered that pupils were encouraged to work effectively in groups although it is unclear whether this was a new way of working for pupils or built on work
already being done in schools. It was however considered to be an effective way of encouraging pupils to work together.

‘Pupils had to work as a group and they were responsible for that group’s success.’ (English teacher)

It seems that participation in BBC NSR encouraged pupils, and some teachers, to be more interested in the news and more aware of what was happening in the world. Almost all of the teachers commented that pupils were more informed about the news. Although one teacher felt that pupils were not more interested in the news it was still noted that they were better informed. Only one teacher commented that pupils were neither more interested nor better informed about the news but did not explain this further.

**Table 1: Teachers’ Views**

<table>
<thead>
<tr>
<th>Has taking part in BBC NSR made your pupils more interested in the news?</th>
<th>Yes</th>
<th>Yes (for some pupils/to an extent)</th>
<th>No (or hard to say)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Has taking part in BBC NSR made your pupils better informed about the news?</td>
<td>21</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Teachers felt that pupils were taking increasing responsibility for their own learning although one teacher commented that although pupils took responsibility during the project it was difficult to know whether this would have an impact in the longer term.

‘They had the confidence to know how they wanted their reports to be developed and took the responsibility of ensuring that they achieved their aims.’ (English teacher)

What did teachers gain from involvement in NSR?

Teachers also gained from their involvement in BBC NSR and were very positive about the benefits for them as teachers as well as for the pupils. It was noted that it kept teachers, as well as pupils, interested in what they were working on. Enjoyment and excitement among many pupils and teachers was high. Job satisfaction for teachers involved in BBC NSR was highly rated with some teachers finding it rewarding and exciting seeing pupils flourish, watching pupils of all abilities actively engaged in what they were doing as well as seeing their enthusiasm, initiative, independence and sense of achievement growing.

‘Pupils found the project fun and engaging. I was able to offer pupils great degree of flexibility and independence in their learning.’ (English teacher)

For some teachers this was a new way of working and working with the pupils for the whole day of BBC News School Report was enjoyable, worthwhile and different. As well as opportunities for teachers to work in different settings, often out with the confines of a normal classroom, it seems that for some pupils and teachers better relationships within the class were developed when working in this way. It was seen to promote class cohesion with one teacher commenting that her pupils gelled as a class through participation in BBC NSR. It would be interesting to investigate this area further.
‘Shared experience led to a good atmosphere in class.’ (English teacher)

Teachers commented positively on the value of having a real world project for the pupils to work on and valued the opportunities provided to make teaching more relevant. This would seem to fit in very well with the aims of CfE (2006) and it was noted that this was a way of working towards the outcomes and experiences. Some teachers identified alternative ways of tackling their subject area and felt that writing was put into a context. It was a fun and engaging project that enabled pupils to express themselves in a positive way, provided an audience for their work and increased interest in the media and the wider world. Other benefits were opportunities to give pupils more responsibility and flexibility to have more control over their learning. This again is a priority in CfE (2006).

‘It made my teaching relevant to the real world.’ (English teacher)

‘Seeing the young people enjoying the experience and being able to express themselves in a positive way. (Maths and Science teacher)

Recommendations from Teachers

Teachers were very positive about all aspects of the project. All of the teachers who responded were keen to be involved again although one stated that participation was only a possibility as BBC NSR came at a particularly busy time of year with time pressures from S3-S4 curriculum. This will not be an issue for most teachers as BBC NSR is primarily aimed at 11-14 year olds (P7-S2).

Most teachers were very happy with the website in its current form and used it extensively with their pupils. Some suggestions for improvement include localised pages for Scotland, a bank of images that are legal to use, more guidance on filming, perhaps in the form of a
video, and more help with editing. One suggestion was made for some more practical fun interactive exercises on the website for lessons running up to the day e.g. guess the headline with the story, drag and drop corrections etc. At the moment the website is not designed for pupils to use but this may be an area for future development. Some teachers suggested that more links could be made with CfE experiences and outcomes and again this may be an area for further development.

**Summary: Teachers’ Responses**

**A number of key points can be drawn from the evidence.**

- All teachers considered that participation in BBC NSR contributed to and helped develop at least some of the four capacities of CfE: successful learners, confident individuals, responsible citizens and effective contributors to society. BBC NSR is a new way of working for some teachers that fits in with the aims of CfE (2006).

- Teachers were very positive about the benefits for pupils from involvement in BBC NSR. Pupils gained in confidence and self esteem and took responsibility for making decisions. They worked as groups and developed research skills and knowledge of news and how it is produced. They used initiative and became independent and aware of bias and the need to be objective. Negotiating and presentation skills were also developed as was the ability to work independently of the teacher.

- Teachers commented positively on the value of having a real world project for the pupils to work on and valued the opportunities provided to make teaching more relevant. Challenge was seen as a motivating factor. Having a real audience for the reports was also seen to be a very important aspect of BBC NSR.
• It seems that participation in BBC NSR encouraged pupils, and some teachers, to be more interested in the news and more aware of what was happening in the world.

• Teachers were very positive about the benefits of involvement for them as teachers as well as for the pupils. Enjoyment and excitement among many pupils and teachers was high. It seems that for some pupils and teachers better relationships within the class were developed when working on BBC NSR.

• BBC NSR can be related to a number of curricular areas depending on the interests and expertise of the teachers as well as the interests of the pupils. A small number of teachers were very strongly of the opinion that the project was inter-disciplinary and fitted into all aspects of the curriculum. It is interesting to note that the two primary teachers noted specific curricular areas such as Language, Global Citizenship, ICT and Technologies rather than the interdisciplinary approach that might have been expected.

• The fact that News School Report was organised by the BBC was considered to be important by all teachers who responded. Teachers became involved in the project for a variety of reasons. Discussion with and recommendations from colleagues in other schools, being part of a national project, previous involvement in the project and the rapport built up with the BBC all had an impact.

• Benefits for the pupils were also important when teachers considered whether to participate. It was seen to be a good opportunity to expose the pupils to the world of news and to make pupils more confident and interested in the news. Enjoyment and challenge were considered by both pupils and teachers to be important drivers for involvement in BBC NSR. These are also important aspects of CfE (2006).
• Of the 25 teachers who responded to the questionnaire almost a third were involved for the first time while 3 teachers had been involved since the project began. Teachers were very positive about all aspects of BBC NSR. It seems that once teachers become involved they are keen to remain involved and all teachers stated that they would like to be involved in BBC NSR in the future.

• The website clearly showed almost all of the teachers exactly how to participate in the project. It was mainly used before the BBC News School Report Day in March, when pupils were practising reports and when they were choosing topics to report on. It was also used by some teachers when deciding whether to participate in the project as well as after School Report Day by some. Teachers used the website structure and related it to other teaching resources.

• Resources were rated highly; teachers commented positively on the importance of BBC mentors and on the high quality and usefulness of the videos by Huw Edwards. Links to other schools, looking at practice day reports and updates about stories being followed by other schools were also seen to be useful for pupils and teachers.

• Teachers had differing opinions about the effectiveness of the website at making links between BBC NSR and CfE. These ranged from those who felt that links could be made clearer and more explicit to those that considered the links to be very relevant and effective.

• Most teachers were very happy with the website in its current form and used it extensively with their pupils. Some suggestions for improvement include localised pages for Scotland, a bank of images that are legal to use, more guidance on filming and more help with editing.
Potential Implications for the Future

- Teachers of other curricular areas could be encouraged to become involved in BBC NSR as the majority of participants this year were teachers of English. As CfE becomes further embedded there may be more opportunities for interdisciplinary projects in secondary schools; BBC NSR could be promoted to fill this perceived gap. Continuing professional development for teachers may be required.

- Links between the website and CfE (2006) could be developed further in order to support the interdisciplinary dimension of CfE (2006) as teachers had differing opinions about the effectiveness of this. Making links more explicit may encourage more teachers to participate.

- It has been suggested that for some pupils and teachers better relationships within the class were developed when working on BBC NSR. It would be intriguing to investigate this area further and this would be of interest to many teachers.

- Primary and secondary schools traditionally have a primary/secondary liaison project for pupils leaving P7. One way of addressing the lack of involvement of primary schools would be to promote BBC NSR as a primary/secondary liaison project with pupils from P7 and S1 coming together in March for News School Report Day. This would offer a real opportunity for authentic liaison between the primary and secondary sectors.

- BBC NSR could be further promoted by continued use of fliers, adverts on TV, word of mouth and through the website. Conference papers would also help to promote this to more teachers and university education lecturers. Previously BBC NSR had been
promoted in general presentations to educational establishments. This year a representative from the BBC spoke to all student teachers, primary and secondary together, at one university about BBC NSR. This focussed approach could be rolled out to education faculties in other universities in Scotland. This would further promote the interdisciplinary, cross-sector nature of BBC NSR.
Pupil Questionnaire Section: BBC NSR 2011

Convenience

From investigation of teacher questionnaires it is clear that pupil participation within BBC NSR 2011 fell into two broad categories. These were derived from the nature of pupil involvement and were either associated with timetabled classroom-based activity or participation as part of an extra-curricular club. Extra-curricular clubs were exclusively associated with Secondary Schools and involved pupils from across the S1-S5 range.

Orientation

The table below outlines the total numbers and stages of pupils who completed the questionnaires. It was impossible to accurately identify the stage mix of pupil within extra-curricular groups from the responses. What is clear from the data supplied by teachers, however, is that there would seem to be a clear emphasis on the use of BBC NSR within the earlier S1/S2 stages of secondary school possibly as a result of its providing context or vehicle resembling grouped thematic approaches akin to those used in primary schools, which are now becoming more prevalent in secondary schools following the introduction of CfE (2006).
Table 2: Reported BBC NSR Pupil Participation Nos. by Subject Specialism of Host Teacher

<table>
<thead>
<tr>
<th>Curricular Specialism of Host Teacher</th>
<th>P7</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>Groups</th>
<th>Total No. Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>403</td>
<td>96</td>
<td>21</td>
<td></td>
<td>520</td>
</tr>
<tr>
<td>Maths/Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Business Studies</td>
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<td>120</td>
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<td></td>
<td>120</td>
</tr>
<tr>
<td>Media Studies</td>
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<td>41</td>
</tr>
<tr>
<td>Total No. Pupils</td>
<td>41</td>
<td>424</td>
<td>234</td>
<td>20</td>
<td>87</td>
<td>806</td>
</tr>
</tbody>
</table>

From this information it is clear that the project was primarily used within the areas of English and Business Studies in S1/2. This seems to resonate well with qualitative data from teacher interviews during the School Report Day in March 2011, where a clear indication was given that main drivers for participation lay in factors associated with timetable flexibility and direct relationship of the project to curricular specialism of the host teacher.
A very similar picture of stage and subject-based participation emerged from the pupil questionnaires. The table below illustrates a sub-sample of those pupils participating in the formal classes and extra-curricular groups reported above. This data was derived from the return of questionnaires, made available to schools by the BBC, as part of its normal process of project evaluation.

**Table 3: Online BBC Pupil Questionnaire Return Nos. in 2011 by Subject Specialism of Host Teacher**

<table>
<thead>
<tr>
<th>Curricular Specialism of Host Teacher</th>
<th>P7</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>Groups</th>
<th>Total No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>34</td>
<td>16</td>
<td></td>
<td>19</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Maths/Science</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Media Studies</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Modern Studies</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>RME</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Generalist/Unknown</td>
<td>29</td>
<td>5</td>
<td></td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Total No. of Pupils</td>
<td>29</td>
<td>44</td>
<td>46</td>
<td>0</td>
<td>58</td>
<td>177</td>
</tr>
</tbody>
</table>
As it was the intention of the evaluative study to provide not only an overview of descriptive statistic of school participation in BBC NSR 2001, but also to tentatively investigate pupil voice within the process, a total of twenty pupil questionnaire responses were gathered and investigated using immersion study of the quantitative data offered. The sample for this consisted of a random sample of five extended pupil responses taken from each category (with the exception of S3 as no study sample was possible here). For each qualitative data set a process of immersion study was conducted and emergent themes were sought and discussed.

The table below indicates typical responses from the sample group. Although no clear emergent theme seems to be evident in terms of subject choice within the project, what would seem to be important is the pupil reasoning behind their choice of context.

**Table 4: Pupils’ Choice of Subject, Reason for Choice**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subject Chosen</th>
<th>Reason for Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>P7</td>
<td>Olympics</td>
<td>Unsure</td>
</tr>
<tr>
<td></td>
<td>Weather</td>
<td>Because I like to find out what the weather is like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because we wanted to find out about the weather</td>
</tr>
<tr>
<td></td>
<td>School football team</td>
<td>Because it is local</td>
</tr>
<tr>
<td>2012 Olympics</td>
<td>I chose this because I like sport</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>S1 Climate</td>
<td>It was climate week and I took part in the challenge</td>
<td></td>
</tr>
<tr>
<td>Japan’s catastrophe</td>
<td>Because it was quite recent and knew more about it than anything else</td>
<td></td>
</tr>
<tr>
<td>Sport in school</td>
<td>Because I am sporty myself</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>They were in the newspaper that day and we thought it was interesting</td>
<td></td>
</tr>
<tr>
<td>Pressure</td>
<td>Because it was relevant to exams in school</td>
<td></td>
</tr>
<tr>
<td>S2 Graffiti Dance Troupe</td>
<td>Because I am in Graffiti Dance Troupe and wanted people to know about it who weren’t there</td>
<td></td>
</tr>
<tr>
<td>Show</td>
<td>An individual asked if I would like to do it</td>
<td></td>
</tr>
<tr>
<td>The strikes centenary</td>
<td>It was something in the area and I visit the retail park often</td>
<td></td>
</tr>
<tr>
<td>Retail Park</td>
<td>Because I find it interesting and it is relevant to our J8 group</td>
<td></td>
</tr>
<tr>
<td>development</td>
<td>Because it was very interesting</td>
<td></td>
</tr>
<tr>
<td>International issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kurnal Kadafi (sic. Colonel Ghadafi?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Curr, Grps</td>
<td>Because we discussed this topic and I found it interesting</td>
<td></td>
</tr>
<tr>
<td>Role Models</td>
<td>Because we were asked to do it</td>
<td></td>
</tr>
<tr>
<td>Interviewing the First Minister</td>
<td>Because I like fashion and we have a school fashion show</td>
<td></td>
</tr>
<tr>
<td>Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70th anniversary of the Clydebank Blitz</td>
<td>We chose this topic because our school was used for many things during the blitz</td>
<td></td>
</tr>
<tr>
<td>Fire safety</td>
<td>I didn’t choose it, my friend did and I just helped</td>
<td></td>
</tr>
</tbody>
</table>
The reason for pupils’ choice for context seems to centre primarily on aspects of personal interest and relevance to the curricular theme within which the context is being studied. This choice is perhaps unsurprising when related to the emphasis of pupil participation with recognisable timetabled subject areas within school. The aspect of a focus on personal interest however, is of course very much in line with current educational thought, encouraged by CfE (2006), with a focus on ‘personalisation & choice’ within class activity. What these questionnaire findings do not afford is a deeper insight into the children’s reasoning behind choice as it was not possible to conduct participant interview as this was not part of the normal ethical condition supplied by the BBC to pupils as part of project participation. This element may perhaps be of interest to more involved future study in this area.

Relevance

Closely associated with personal choice within learning, much of what is embedded in good current educational practice is embodied within the principle of authenticity and relevance of learning within the modern school. This aspect is again mentioned within CfE (2006) and is now viewed as a crucial element to educational attainment in Scottish schools, drawing as it does from a need for constructivist or social constructivist pedagogy to be at the heart of learning activity. In terms of pupil response it is here that the aspect of follow-up pupil interview would most likely have resulted in the deepest insight into their understanding of their role within the process. Notwithstanding this however, the table below offers a brief overview of the thoughts of the pupils sampled here.
### Table 5: Pupils’ Perceived Links of BBC NSR Participation to Schoolwork

<table>
<thead>
<tr>
<th>Stage</th>
<th>Perceived Link Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>P7</td>
<td>It linked to a story, written, drama</td>
</tr>
<tr>
<td></td>
<td>It linked well when we were doing Reports on WW2 in our Topic</td>
</tr>
<tr>
<td></td>
<td>It helped my confidence when reporting</td>
</tr>
<tr>
<td>S1</td>
<td>It helped with English skills</td>
</tr>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>Conservation club</td>
</tr>
<tr>
<td></td>
<td>With pressure – exams were taking place</td>
</tr>
<tr>
<td>S2</td>
<td>We do reports in IT</td>
</tr>
<tr>
<td></td>
<td>Asides from English, no</td>
</tr>
<tr>
<td></td>
<td>We are learning about media in Modern Studies</td>
</tr>
<tr>
<td></td>
<td>We have been looking at international studies in J8</td>
</tr>
<tr>
<td>Extra Curr. Groups</td>
<td>It linked to other things like History timeline</td>
</tr>
<tr>
<td></td>
<td>Good practice for talks in English</td>
</tr>
<tr>
<td></td>
<td>It linked well to the fashion show</td>
</tr>
</tbody>
</table>

This data, although limited, does offer intriguing insights into what pupils regarded as links from the project to their curricular learning. Again, probably unsurprisingly the majority of comment focuses on the learning links directly related to the subject area where the project was tackled. There is however some response which hints at the pupils making links to
learning transfer outside the subject, and this is by no means specific to the extra-curricular group sample as one may have expected. It is perhaps this aspect that will most intrigue teacher educationalists within the secondary sector, offering as it does a tentative case for supporting the interdisciplinary dimension of CfE (2006) now being established in Scottish schools.

**Rewards & Barriers**

BBC NSR appeared to produce a perception of challenge and motivation within the learner. In terms of the pupil responses there was a clear definition within the children’s minds as to what they had learned and as to their attitudinal state immediately following the BBC NSR process.

The questions relating to children’s perception of their own learning can be seen in Appendix 3. The table below paraphrases much of the question content to focus emphasis of response into areas more recognisable to the tenets and principles of educational activity supported by CfE (2006). These are immediately recognisable as fostering non-transmission approaches within educational activity. In addition, participation within the BBC NSR also offers an added element of true authenticity in terms of ‘deadline’.

The BBC NSR project is longitudinal in nature, affording pupils several weeks of individualised project support, preparation and activity, whereby interest and personal choice are used to support deeper learning. The aspect of timed activity or ‘deadline’ here is associated with a real-time need for the creative process to meet a specific deadline; BBC News School Report Day in March. In these very real terms, this aspect is unique to the project.
The table below provides an overview of pupils’ views of what they felt they had learned participating in the BBC NSR 2011. Descriptive illustration for each sample set is available in Appendix 3.

**Table 6: Response Frequency Table: Primary 7 Secondary Sample: BBC NSR 2011**

<table>
<thead>
<tr>
<th>Event: What have you learned from NSR?</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P7</td>
</tr>
<tr>
<td>To work as part of a team</td>
<td>5</td>
</tr>
<tr>
<td>To work independently</td>
<td>4</td>
</tr>
<tr>
<td>To take responsibility for what you are learning</td>
<td>4</td>
</tr>
<tr>
<td>To listen to the views of others</td>
<td>3</td>
</tr>
<tr>
<td>To explain ideas</td>
<td>3</td>
</tr>
<tr>
<td>To put forward your own ideas and opinions in group discussions</td>
<td>4</td>
</tr>
<tr>
<td>To select relevant information</td>
<td>4</td>
</tr>
<tr>
<td>To work in a real life situation</td>
<td>2</td>
</tr>
<tr>
<td>To represent both sides of an argument</td>
<td>2</td>
</tr>
<tr>
<td>To become more confident</td>
<td>3</td>
</tr>
<tr>
<td>To work to a deadline</td>
<td>5</td>
</tr>
<tr>
<td>To present to an audience</td>
<td>4</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
</tr>
</tbody>
</table>
Comparison of the above data and that offered in Appendix 3 offers two very intriguing insights to the types of learning the pupils felt they had addressed as part of the process.

It is clear from the sample responses that pupils from both primary and secondary schools prioritised aspects of teamwork and working to a deadline as key components to their perceived learning. When viewed in terms of the precepts underpinning CfE (2006) participation within the BBC NSR can therefore be argued to support the key tenets of supporting authenticity of collaboration and task within the modern classroom. The project could also be argued to support genuine elements of metacognition and self-regulated learning. It is perhaps the pupils’ attention to the authenticity of task during the process which supports these key criteria to modern learning.

The second important pattern which emerges from the data can be viewed when results from Primary participants is separated and compared to that body of data representing collated results of Secondary participants. What is intuitively evident here is the very clear association of data spread across the response categories. The pattern of spread seems to be exceptionally similar between the two groups. The samples involved are of course too small to address any aspect of interpretation as to statistical significance here. However it is in terms of informing a tentative expression of similarity between primary and secondary approach to the project, in the minds of the children themselves, which is most intriguing. To primary and secondary teachers working within the new auspices of CfE (2006) this seems to indicate that the project may offer at least one pathway to transitional working in terms of breaking through traditional disciplinary barriers between the two sectors. Initial patterns of emphasis within the first two years of secondary would seem to be explained well here, but may also offer the possibility for the project to be used as a joint venture between primary and early stages
secondary. This would again undoubtedly add another element of authenticity to the project in the eyes of current practitioners.

These ideas are further supported in the table of pupil response below, whereby it is clear that both primary and secondary pupils converge around perceptions of ‘deadline’ challenge and forming new creative and technical ability skills as major challenges within the project. Joint aspects of enjoyment derived from viewing one’s own (and one’s own group) performance together with teamwork (especially in secondary) and the meeting of the challenge of attaining new technical skills act as motivators to learning in both types of institution.

**Table 7: Challenges and Motivation: Emergent Themes from Qualitative Data**

**Immersion**

<table>
<thead>
<tr>
<th></th>
<th>Emergent Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenges</strong></td>
<td>Meeting a Deadline: 10 responses</td>
</tr>
<tr>
<td></td>
<td>Creative Performance: 4</td>
</tr>
<tr>
<td></td>
<td>Technical Ability: 4</td>
</tr>
<tr>
<td></td>
<td>Other: 2</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Viewing Performance: 9</td>
</tr>
<tr>
<td></td>
<td>Teamwork: 6</td>
</tr>
<tr>
<td></td>
<td>Meeting Technical Challenges: 4</td>
</tr>
</tbody>
</table>


**Recommendations**

Derived from the collation of responses to challenges and motivating factors, together with aspect of recommendation, a unified pattern of positive recommendation of participation within the process can be seen to emerge from the pupils. Tables 7 & 8 below offer probably the clearest indication of the pupils’ enjoyment within the process and show increased feelings of informed context interest and motivation towards further participation in the project.

**Table 8: Attitudinal Responses: Primary & Secondary**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has taking part in NSR made you more interested in the news?</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Has taking part in NSR made you more informed about the news?</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Did you enjoy being involved in NSR?</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Would you like to be involved in NSR again?</td>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table 9: Pupil Recommendation Statements

<table>
<thead>
<tr>
<th>Stage</th>
<th>Recommendation Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P7</td>
<td>It was a good experience for the class</td>
</tr>
<tr>
<td>S1</td>
<td>It was a fantastic experience</td>
</tr>
<tr>
<td>S2</td>
<td>It was interesting to hear the public’s point of view</td>
</tr>
<tr>
<td></td>
<td>We were working in groups</td>
</tr>
<tr>
<td>Extra Curr Groups</td>
<td></td>
</tr>
</tbody>
</table>

From this collated data it appears that pupil participants in BBC NSR 2011 believed that they had become more interested and more informed about current affairs. They also believed that the experience was rewarding, to the extent that they would wish to participate again in the following academic session.
Summary: Pupils’ Responses

A number of key points can be drawn from the evidence:

- There seems to be a clear emphasis on the use of BBC NSR within the earlier S1/S2 stages of secondary school, possibly as a result of its providing context or vehicle resembling grouped thematic approaches, akin to those used in primary schools, which are now becoming more prevalent in secondary establishments following the introduction of CfE (2006).

- The reason for context choice for pupils seems to centre primarily on aspects of personal interest and relevance to curricular themes within which the context is being studied.

- Probably unsurprisingly the majority of pupil comment focuses on project learning links related to the direct subject area in which the project context was met. However, there is also some response which hints at the children making links to learning transfer outside the subject, and this is by no means specific to the extra-curricular group sample as one may have expected.

- Possible links to learning transfer outside the subject area will intrigue teachers within the secondary sector, offering as it does a tentative case for supporting the interdisciplinary dimension of CfE (2006) now being established in Scottish schools.
The project itself is longitudinal in nature, affording pupils several weeks of individualised project support, preparation and activity, whereby interest and personal choice are used to support deeper learning. The aspect of timed activity or ‘deadline’ here is associated with a real-time need for the creative process to meet a specific deadline: BBC News School Report Day in March. In these very real terms, this aspect is unique to the project.

Participation within BBC NSR also offers an added element of true authenticity in terms of ‘deadline’.

It is very clear that pupils from both primary and secondary schools prioritised aspects of teamwork and working to a deadline as key components to their perceived learning.

When viewed in terms of the precepts underpinning CfE (2006) participation within BBC NSR can therefore be argued to support the key tenets of supporting authenticity of collaboration and task within the modern classroom.

The project could also be argued to support genuine elements of metacognition and self-regulated learning. It is perhaps the pupils’ attention to the authenticity of task during the process which supports these key criteria to modern learning.

The pattern of spread here seems to be exceptionally similar between the two groups. To primary and secondary practitioners working within the new auspices of CfE (2006) the result here may well seem to tentatively indicate that the project may offer
at least one pathway to transitional working in terms of breaking through traditional disciplinary barriers between the two.

- Initial patterns of emphasis within the first two years of secondary would seem to be explained well here, but may also offer an indication to study into the use of the project as perhaps a joint venture between primary and early stages secondary. This would again undoubtedly add another element of authenticity to the project in the eyes of current practitioners. The samples involved are too small to address any aspect of interpretation as to statistical significance here, however.

- It is clear from the data that both primary and secondary pupils converge around perceptions of ‘deadline’ challenge and forming new creative and technical ability skills as major challenges within the project.

- Joint aspects of enjoyment derived from viewing one’s own (and one’s own group) performance together with teamwork (especially in secondary) and the meeting of the challenge of attaining new technical skills act as motivators to learning in both types of institution.
References

Hertfordshire: ASE Publications.


Appendix 1

BBC News School Report

Questionnaire for Teachers: March 2011

Convenience

1a. What persuaded/encouraged you to become involved in BBC News School Report? .................................................................

1b. Is the fact that this is organised by the BBC important to you? Yes No

1c. Have you previously participated? Yes No 1d. If so, on how many occasions?

1e. What subject/s do you teach? .....................

2a. How many pupils from your school participated this year? ....

2b. What age/stage of pupils were involved? ......

3a. When was the BBC News School Report website most useful to you? Please tick all relevant answers:-

When deciding whether to participate

When choosing topics to report on

When practising reports

Before School Report day

After School Report day

Other (please specify) .................................................................
3b. How useful did you find the core resources e.g. lesson plans?

**Very useful**  **Quite useful**  **Of limited use**

3c. What other resources/parts of the website did you find useful?

........................................................................................................................................

3d. By using the website can pupils and teachers know exactly how to go about participating?

Pupils  **Yes**  **No**  
Teachers  **Yes**  **No**

3e. Did the website encourage pupils to ask questions or to investigate?

a. **Yes**  **No**

**Relevance**

4a. How effective is the website at making links between School Report and CfE?

........................................................................................................................................

4b. Into which curricular area/s do you think that School Report best fits?

........................................................................................................................................

4c. How do you think that participation in the project helps develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors to society?

........................................................................................................................................

..
Rewards and Barriers

5a. What were the main benefits for the pupils of involvement in School Report?

....................................................................................................................................................

5b. What were the benefits for you as a teacher?

....................................................................................................................................................

6a. Do you think that it was important for pupils to have a real audience for the reports?
   Yes   No

6b. Did involvement encourage pupils to be enterprising? Yes   No

In what ways? .................................................................................................................................

6c. Did participation encourage pupils to work independently (without a teacher)? Yes   No

6d. Did participation encourage pupils to work effectively in groups? Yes   No

6e. Do you think that taking part in School Report has made your pupils more interested
   in the news? Yes   No

6f. Do you think that taking part in School Report has made your pupils better informed
   about the news? Yes   No

6g. Did participation in School Report encourage pupils to take responsibility for their
   own learning? Yes   No

In what ways? ..................................................................................................................................
Recommendations

7a. Are there any changes or additions that you would like to see to the website in the future? ........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................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Appendix 2

**BBC News School Report**

**Questionnaire for Pupils: March 2011**

**Convenience**

1. Have you previously taken part in BBC News School Report? *Yes*  *No*

2. What year are you in? *P7*  *S1*  *S2*  *S3*

3a. On School Report day what topic did you report on? ..............................................................

3b. Why did you choose this topic? ....................................................................................................

**Relevance**

4. How did School Report link to other things that you were doing in school?

............................................................................................................................................................

**Rewards and Barriers**

5. What have you learned from taking part in School Report? Please tick all relevant answers:-

   *To work as part of a team*

   *To work independently (without a teacher)*

   *To take responsibility for what you are learning*

   *To listen to the views of others*

   *To explain ideas*

   *To put forward your own ideas and opinions in group discussions*
To select relevant information

To work in a real life situation

To become more confident

To work to a deadline

Other (please give examples)........................................................................................................

6. Has taking part in School Report made you more interested in the news? Yes  No

7. Has taking part in School Report made you better informed about the news? Yes  No

8. What did you find most challenging about School Report?

........................................................................................................................................

9. What was the best bit about School Report day on 24th March?

........................................................................................................................................

Recommendations

10. Did you enjoy being involved in School Report? Yes  No

11. Would you like to be involved in School Report again? Yes  No

Thank you for completing this questionnaire about BBC News School Report. It is really helpful to have your feedback.
Appendix 3

Diagram 1a: Collated Pupil Responses: Primary & Secondary
Diagram 1b: Collated Pupil Responses: Primary & Secondary

- teamwork
- working independently
- responsibility for own learning
- listening to other viewpoints
- explaining ideas
- contributing ideas
- selecting relevant information
- authentic working situation
- representing both sides of an argument
- becoming more confident
- working to a deadline
- presenting to an audience
- other
Diagram 2b: Pupil Responses: Primary

- teamwork
- working independently
- responsibility for own learning
- listening to other viewpoints
- explaining ideas
- contributing ideas
- selecting relevant information
- authentic working situation
- representing both sides of an argument
- becoming more confident
- working to a deadline
- presenting to an audience
- other

Diagram showing pupil responses: teamwork, working independently, responsibility for own learning, listening to other viewpoints, explaining ideas, contributing ideas, selecting relevant information, authentic working situation, representing both sides of an argument, becoming more confident, working to a deadline, presenting to an audience, other.
Diagram 3a: Collated Pupil Responses: Secondary
Diagram 3b: Collated Pupil Responses: Secondary

- teamwork
- working independently
- responsibility for own learning
- listening to other viewpoints
- explaining ideas
- contributing ideas
- selecting relevant information
- authentic working situation
- representing both sides of an argument
- becoming more confident
- working to a deadline
- presenting to an audience
- other
Diagram 4a: S1 Pupil Responses: Secondary

- Teamwork
- Working independently
- Responsibility for own learning
- Listening to other viewpoints
- Explaining ideas
- Contributing ideas
- Selecting relevant information
- Authentic working situation
- Representing both sides of an argument
- Becoming more confident
- Working to a deadline
- Presenting to an audience
- Other
Diagram 4b: S1 Pupil Responses: Secondary

- teamwork
- working independently
- responsibility for own learning
- listening to other viewpoints
- explaining ideas
- contributing ideas
- selecting relevant information
- authentic working situation
- representing both sides of an argument
- becoming more confident
- working to a deadline
- presenting to an audience
- other
Diagram 5a: S2 Pupil Responses: Secondary

- Teamwork
- Working independently
- Responsibility for own learning
- Listening to other viewpoints
- Explaining ideas
- Contributing ideas
- Selecting relevant information
- Authentic working situation
- Representing both sides of an argument
- Becoming more confident
- Working to a deadline
- Presenting to an audience
- Other

Children’s Perceived Learning on NSR
Diagram 5a: S2 Pupil Responses: Secondary

- Teamwork
- Working independently
- Responsibility for own learning
- Listening to other viewpoints
- Explaining ideas
- Contributing ideas
- Selecting relevant information
- Authentic working situation
- Representing both sides of an argument
- Becoming more confident
- Working to a deadline
- Presenting to an audience
- Other
Diagram 6a: Extra-Curricular Group Pupil Responses: Secondary

- Teamwork
- Working independently
- Responsibility for own learning
- Listening to other viewpoints
- Explaining ideas
- Contributing ideas
- Selecting relevant information
- Authentic working situation
- Representing both sides of an argument
- Becoming more confident
- Working to a deadline
- Presenting to an audience

Children’s Perceived Learning on NSR
Diagram 6b: Extra-Curricular Group Pupil Responses: Secondary

- Teamwork
- Working independently
- Responsibility for own learning
- Listening to other viewpoints
- Explaining ideas
- Contributing ideas
- Selecting relevant information
- Authentic working situation
- Representing both sides of an argument
- Becoming more confident
- Working to a deadline
- Presenting to an audience
- Other