

UNIT 4 CULMINATING ACTIVITY, FILM PROJECT: APPROACHES AND ISSUES IN EPISTEMOLOGY

(ASSESSMENT OF LEARNING)

Your task:

Form small groups (2-5) to collaborate in the development of a short film (approximately 3-5 minutes) that explains either an approach to or relevant issues in epistemology. Your short film will be presented in class during a film festival, and may even be posted on YouTube.

Suggested topics: Avoid overlap with other groups by getting your topic approved

- empiricism or rationalism: limitations and advantages of either approach
- schools of thought: positivism, phenomenology, pragmatism, feminism
- great thinkers: Plato, Descartes, Locke, Hume, Putnam, etc.
- knowledge as justified true belief
- diverse approaches: Indian or Chinese epistemology; Aboriginal peoples' knowledge
- optical illusions and the limits of perception
- primary versus secondary qualities
- phenomenalism: can we know objects in themselves?
- human versus animal perception
- language as a way of knowing
- dreams as a way of knowing
- revelation as a way of knowing
- the limits of knowledge
- epistemological relativism

Follow these steps to complete your project:

1. Discuss with your group the various skills and resources you bring to the project. Narrow your topic and avoid overlap with other groups by submitting your topic proposal to your teacher for approval and recommendations. Begin to allocate responsibilities for various aspects of the overall project, ensuring an equitable distribution of the workload. [Note: Equity is not the same as equality. See Unit 6.]
2. Familiarize yourself with the software (Windows Movie Maker or an alternative for PC or Mac).
3. Create a storyboard for the film, in which you plan the sequence and layout of images, text, and accompanying music that will make up each frame of your film. Number these frames sequentially. Obtain the images, clips, and music, and write the text or captions to complete these slides, as you would in a PowerPoint presentation.
4. Consult your textbook, using key terms suitably, and use other resources to research your topic. Retain your notes to demonstrate your contribution to the collaborative project, in case there is any question of who did what in the end.



BLM 10.2 Continued

5. As you proceed through the unit (Chapters 10-12) your ideas on your selected topic will develop with increased awareness of theories and problems, so allow for change in your thinking throughout the process, from initial topic selection to final development and production. Revise your topic or the parameters of your project if it seems too big or ambitious to complete on time.
6. Edit your film for spelling and grammar, or pronunciation of spoken text. Ensure your visuals and language usage are suitable for presentation in the classroom or school, conforming to community standards of decency.
7. Use the evaluation criteria as a checklist to ensure you are meeting all of the expectations on this project. Make sure you, as an individual, are meeting the criteria, as your teacher may allocate marks for each individual instead of awarding them to the group as a whole. Document your own contributions to the project.
8. Present your film to the class, using the peer assessment forms to gather feedback from the class.

Evaluation criteria: Examine this rubric to understand how your work for this culminating activity will be assessed.

| Category | Level 1 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|----------------------------------|---|---|--|--|
| knowledge: 5 marks | Demonstrates weak understanding of the content. | Demonstrates adequate understanding of the content. | Demonstrates good understanding of the content. | Demonstrates excellent understanding of the content. |
| thinking: 5 marks | Evidence of little research or original thinking about connections or issues. | Evidence of sufficient research or original thinking about connections or issues. | Evidence of sound research or original thinking about connections or issues. | Evidence of outstanding research or original thinking about connections or issues. |
| communication: 5 marks | Comprehensible but lacks clarity and/or correctness in usage of language. | Comprehensible with reasonable clarity and/or correctness in usage of language. | Comprehensible with good clarity and/or correctness in usage of language. | Comprehensible with excellent clarity and/or correctness in usage of language. |
| application: 5 marks | Uses software and creates film sequence with some success. | Uses software and creates film sequence with adequate success. | Uses software and creates film sequence with critical success. | Uses software and creates film sequence with acclaimed success. |

