

An example of outstanding teaching and learning

Hull College Film Project

"Sharing good Practice" by Louise Jacobson

Mike Abel (construction tutor) began training as a Subject Learning Coach and developed an interest in film, because the construction did not have any relevant up to date resources so we began to develop our own initially at staff development sessions where he was given a tip that he has passed to many others that "putting a video recorder/camera onto a tripod improves professionalism". One of the motivations to increase the use of technology in the classroom was to make sure that students didn't feel that "construction theory is dull and boring" as Ofsted has stated on many occasions.

The first stage involved us creating video resources, to understand both the technology and process; there was no initial outlay as the required kit was already available. Then we had the eureka moment "why don't we get the learner to make the videos themselves" using our tool, in our workshops in our college.

moving on to learner creating resources before progressing to the stage where clips were converted to MP4 and uploaded onto the college's virtual learning environment (VLE) Moodle so that they could be viewed whenever required, including via mobile devices.

Mike and Rick Gilroy (construction team) emphasised how they continuously questioned "how can we make it better?" to thinking "can we get it onto a tablet, and how can that improve learners' experience?" A couple of different gadgets were bought initially (including protective cases for tablets because of the environment they were to be used in) rather than buying wholesale, to establish the best solution, before committing budgets. They used the technology to bring in evidence from the workplace. Students, who have never been on a building site, are then able to quickly relate what they are learning to different situations - bringing in theory and linking practical workshops with real examples. They have also taken full advantage of many free and low cost apps available on Apple and Android platforms to enhance learning, including making health and safety fun by showing, in a safe way, how dangerous a circular saw

can be even after the off button has been pressed with the 'finger cut' app on the iPad.

In practical terms, while the departments encouraged students to get involved with the filming by making it fun and using technology they are familiar with, they understood and accommodated individuals who didn't want to take part and be 'on film'. Crucially the department worked with the IT team to ensure a process was developed to enable iPads and Apple software to be used in college, rather than everything having to be done at home - as it was initially and is in many colleges where only PCs are supported.

Following the initial success, and inspired by the construction department, similar projects have started across different curriculum areas (including electrical engineering and hair & beauty), following a similar path of introducing video resources and video capture by both staff and students.

Through developing resources and supporting students in the use of the technology lecturers are continually developing new skills.

Teachers have worked with the Library Manager, E-learning team and Teacher Education Team.

A new Teaching and Learning Strategy has been developed with an increased focus on digital literacy; replicated in the Higher Education strategy for Learning and Teaching.

An added benefit of the project has been the opportunity to film female students making good progress in traditionally male vocational areas. The films provide positive role models in Joinery and Electrical Engineering and are now being used to promote our courses to young women at open events.

The films have encouraged a more sustainable approach to resources in joinery in particular. Because students feel more confident in their practical tasks they are making fewer errors and less wood has been wasted.

Learners are allowed to use their own phone / mobile device to capture photos and use calculators etc. due to the improved understanding of the power of technology to enhance learning.

Additional advantages to utilising this type of technology is that it provides opportunities for:

- Stretching and challenging.
- Getting learners up and running quicker.
- Differentiation.
- Bringing fun into learning.
- Bringing the outside world / real life work environments in.

The "Student of the year" was one of the individuals who became very involved in developing resources, showing great enthusiasm & improving work. The student of the year learner was an excluded pupil from local authority with behavioural problems.

Some tutors have witnessed more difficult tasks being completed more easily by students, resulting from individuals watching the relevant video clips on their own phone, often in their own time and/or in situ when and where needed, especially when working in isolation booths in the engineering workshop or in dangerous environments.

The impact of this project has been evidenced in student evaluation forms with 100% enjoying the activities and 100% recording that the activity suited the way they liked to learn. Teachers have also reflected on the positive way the project has impacted on their personal skills, confidence and motivation.

Also while it is difficult to prove a direct correlation there is additional evidence of good practice among the participants in the project. Of those teachers who have been observed, none has been awarded less than *Good* with most being awarded *outstanding*. 66.6% have been awarded *Grade 1*; 33.3% have been awarded *Grade 2*. This means that 100% have achieved good or better against a College average of 87%.

Staff comments about the project, including being involved in sharing best practice training sessions, includes:

- "Getting staff out of their silos, working with each other, across departments."

- "Good session this will give me another teaching tool."
- "Opens up an extra way of teaching and embedding."
- "May be relevant for future changes to the qualification."
- "I am using this technology within my own teacher training to record certain lessons to help me reflect on the session and see the learner view point."

Student thoughts relating to the increase in the use of mobile technology includes:

- "I see myself as a whole - an out of body experience watching myself back"
- "I learnt how to do the job an easy way and found it easier to do the job watching someone else do the task"
- "I have gained by looking back at what I did and I could see where I went wrong so that I could change it next time I completed the task."
- "I found that when I came to do the tasks I watched the video and understood it better watching someone else do the task, because for me I found it easier to watch rather than listen to them"
- "I would like to watch more videos of different tasks.
- "If the tutor is busy with others and I need to start a task I would use this to help me until the tutor is available."

Mike & Rick showcased the project / videos at the Teaching and learning Olympics 2012 Leeds metropolitan University on the 13th June 2012

Run many sessions throughout the Hull College across all departments

Delivered sessions at Wakefield College, Leeds College of Building and getting invitations from others.

Interview with Louise Jacobson Jisc