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The Urban Myth of Media Education in  
England

# **Example Tasks**

Analysis of photographs



# Task 1

- Deconstruct this image. What are the meanings implicit in its construction? What is signified and what are the signifiers?
- Find more pop photos.
- Identify the codes and conventions of pop photo construction and create your own pop photo using your research .
- Evaluate your learning process in creating your own pop photograph. What have you learnt?
- Marks will be awarded for what you write about what you have learnt.

## Task 2

- This photo is used to promote a product. In this case, PLOD.
- Learn how to use a camera.
- Find a band.
- Take Photos intended to promote the band.
- Ask the band and the potential audience if they help to promote the band? Repeat this until band and audience say yes and you become good at it.
- (You may get money for this)

# Introduction

- **The problem:** Student ambitions and course aims do not match vocational outcomes.
- **The question:** Should the media curriculum be redesigned based on the views of tutors, students and industry practitioners?

# Research Methods & Key Literature

- Literature research on the development of the media curriculum, Local TV, methods of dissemination (CPD) and tutors voices in FE.
- Filmed discussions with tutors and focus group of students. Results circulated for agreement.
- Research ethics :Protection of participant anonymity, confidentiality. All have agreed to participate and have given permission for any public film to be distributed, (provided the edit is agreed). No names are included.

# Research Methods & Key Literature

- The three most important publications:

- Sennett R (2008). *The craftsman*. London: Penguin Books.

- Fielding M, Bragg S, Craig J, Cunningham I, Eraut M, Gillinson S, Horne M, Robinson C and Thorp J (2005). *Factors influencing the transfer of good practice*. London: Department for Education and Skills, Research Brief No RB 615.

- Coffield F (2008) *Just suppose teaching and learning became the first priority*. London: LSN



# Data Collection and Analysis

- **Data - How analysed:** Main points taken from filmed discussions with tutors and students.
- **Categories :**
- Emphasis on academic approach to analysis.
- Ignoring some key industrial and commercial realities.
- Courses do not lead to jobs.
- Not enough practical work.
- Industry disregard for qualifications.
- Time consuming, irrelevant and repetitive assessment systems.

# Data Collection and Analysis

## Themes:

Media curriculum : The “craftsman(person)” vs academic approaches.

Assessment and target driven modular systems, emphasising written skills and analysis rather than practical skills.

Ignoring the tutors voice and to some extent, the industry & students voice.

Limited opportunities to work in the industry.

# Findings and Recommendations

- Vocational media education needs to focus on production that is realistic .
- Assessment should be simplified and be based on practical work.
- Students need to know where the curriculum will lead and the realities of working in the media for clients or broadcasters.
- Realistic local media constructions – for example community based local TV, need to support and inform the vocational courses.
- Tutors, learners and industry views of the curriculum should be used in the design of that curriculum.

# Next steps

- Implications of these for teaching and learning in the sector:

If local TV is developed – and there is a good chance this will happen - courses need to be developed that will encourage students to become involved, hence new forms of media curriculum will arise drawing on tutors, students and industry views.

These courses must be based on assessment of relevant skills and understanding of the commercial and industrial media environment.

This could radically change how vocational media education is taught and perceived in the sector.

We have already been in contact with local companies to explore possible developments of local TV.

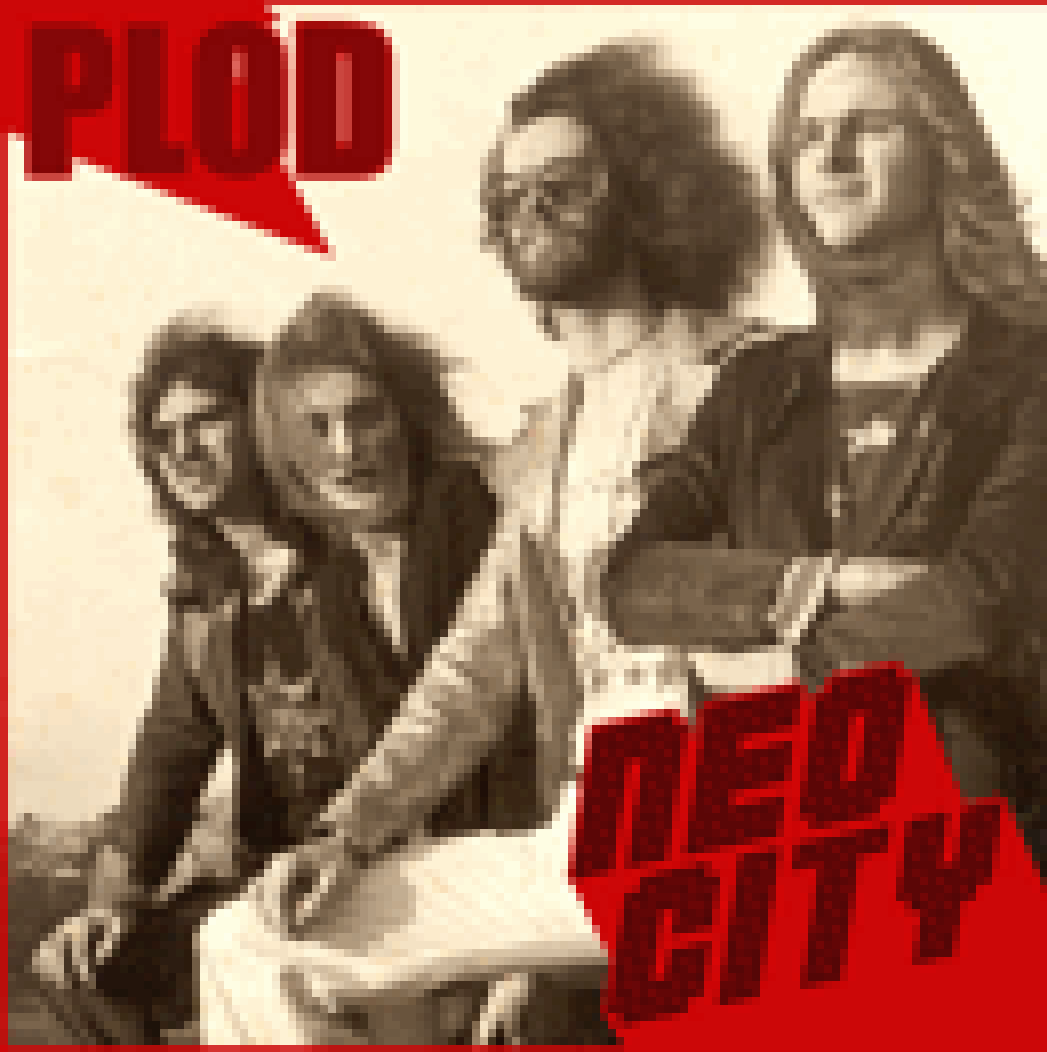
# Next steps

- Plan to share the outcomes of your research with others
- Conference presentations.
- Publish paper.
- Promotional film on You tube/ Vimeo/ NING network, Excellence Gateway.
- Discussion of outcome with local media team. Focus on – design of future plans to develop media curriculum.
- Invitations to other media teams to comment and contribute.
- Establish and develop NING network site.
- Meet with local employers to discuss local TV and curriculum links.
- Bid for further funding to research and develop the curriculum.

# Impact of the Research

- What difference has this research made to practice?
- *There is a* developing interest in the design of the media vocational curriculum at this College and beyond at two other SW UK FE colleges. A realistic project based on the video needs of the College has been set up and delivered to the level 3 vocational students, with some success and with clear outcomes based on feedback from the students. This will now be an annual event.
- Work experience opportunities are proving popular with students, and are expanding.
- Local employers have been contacted and have expressed interest in developing work experience opportunities along the lines of a local TV provision.
- A south west media group has formed, based around The University of Plymouth that is looking at an editorially based SW hub for dissemination of TV based student work.
- Discussions continue with the media tutors on the direction of a new media curriculum.
- There is a greater interest in research activities in the media team. A research group has formed looking specifically at local TV and the opportunities it presents.

**PLOD**



**NEO  
CITY**