

Tyne Metropolitan College

The use of Flip Video Cameras to support teaching, planning and transition and to promote the Learner Voice



Type of technology

Kodak ZX1 Compact Digital Camcorder

About the organisation

Tyne Metropolitan College is a medium sized general further education college. It was established in March 2005 as the result of an amalgamation between Tynemouth Sixth Form College and North Tyneside College. The Foundation Department offers full-time Foundation Learning Programmes. It has 22 permanent teaching staff who are experienced in working with learners with learning difficulties and is serviced by a large team of additional Learning Support Assistants (LSA's)

Our learners

Learners within the Foundation Department fall into four broad categories:

- Profound complex and multiple learning difficulties and disabilities.
- Moderate learning difficulties and disabilities.
- Social, emotional and behavioural difficulties.
- Autism and Asperger Syndrome.

The challenge

This project focused on our learners with profound, complex and multiple learning difficulties and disabilities. This group of learners are often excluded from decision making, especially where problems exist with communicative self-advocacy. Learners on the Towards Independence course often present with no verbal communication skills, use assistive, alternative communication technology, use some Makaton signing and/or display limited emerging communication ability. A way of capturing the learner voice was needed to assess and understand how individuals were communicating and interacting and to use this practical / visual evidence to support their progress and inform their circle of support.

What was the starting point?

In order to improve communicative self-advocacy and capture the learner voice, the following activities were undertaken:

- Identification of the shortfalls in evidencing existing or emerging communication skills.
- Identification of opportunities for developing communicative self-advocacy within the curriculum.
- Identification of effective use (setting up) of the learning environment to use flip video to capture communication skills.
- Identification of opportunities to embed the use of video in all sessions with this group of learners as a means of capturing evidence, providing feedback, creating session review stimulus and to create instant resources.
- Created an outline template for a video dictionary of learner 'vocabulary'.

What barriers / hurdles were overcome?

- Learning Support Assistants' acceptance of video recording equipment being spontaneously used in every session. Continued exposure and discrete use of the equipment gained gradual acceptance.
- Additionally, by giving ownership of video capture to the LSA's they became exceptionally adept at identifying evidencing opportunities specifically related to new behaviour or emerging communication.
- Remembering to include every learner in the video capture session – even when they've made no progress or limited engagement in an activity.
- Recording activity feedback ensured that all learners were involved and seen when the video was used.
- In addition, learners were linked to specific days over a twelve working day rolling period and identified as the primary candidate for video recording. The group comprised ten learners and the additional two days on the rolling period ensured that the same person was not filmed in the same activity, situation or location every time.

The project has resulted in the following outcomes:

- Completely mapped the curriculum identifying communicative self-advocacy opportunities in a variety of environments, both internal to and external to the college campus.
- Managed and recorded the development of communicative self-advocacy for this group.
- Set up the learning environment effectively to support communication development.
- Shared methods used by individual learners to communicate with all teachers and support staff involved in their education.
- Captured evidence of achievement for accreditation purposes.
- Recorded learner progress.
- Shared the learner voice with external agencies, partners, parents, carers etc.

This has had the added bonus of enabling us to use this for staff development training in use of the flip video camera to promote the learner voice and the learner as educator with teaching practitioners, Learning Support Assistants and those who work with Learners with Learning Difficulties and Disabilities.

Examples what we have captured using the flip camera

- [Steve demonstrating Individualised signs](#)
- [Madiha reading symbols and signing](#)
- [Madiha - sit come here TV monkey bad](#)
- [Alyson Int Int Music After 40 Mins](#)
- [Alyson Int Int Music Limited Response](#)

To do this we worked collaboratively with Northumbria University Centre for Excellence for Teacher Training CETT.

[***The CPD module can be found on the CETTIL website 'CETT for Inclusive Learning' 'Learning Project'***](#)

The impact

- Greater consistency of approach within the teaching team.
- Allowed parents and carers to become active participants in skill development at home.
- Provided evidence of a student developing significant steps toward communication through intensive interaction which would otherwise be impossible to share efficiently or convincingly.
- Removed paper based evidence for awarding bodies allowing learners to engage directly with their achievements.
- Direct correlation of improved self esteem and engagement with others with the improvement of communication ability.
- Provided quality evidence of skill acquisition for this group of learners that was shared with Speech and Language and Occupational Therapists that enabled delivery of an improved service.

Next steps and future plans

Developing further the use of the Flip Video cameras with other groups of learners to 'shortcut' the time needed to create an effective learning environment i.e. record and use the outcome of one session to create and inform a following session.

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