

Shooting the Messenger: An investigation into the effectiveness of using video production technology to improve teaching and learning.

Preface

On a cold wintry March day a learner, who suffers from tourettes,¹ comes up to me after a series of lessons and thanks me for giving him the skills to produce 'professional' videos. This compliment was based on the fact that this learner had felt his condition had been a 'block' to his learning with previous teachers. My approach to teaching video has always been that video can serve a 'democratic' function by giving a voice to all people. Provided teaching considers this outcome, and as teachers we should 'prepare [our learners] to become active citizens' (Coffield 2008: 53), then this goal may be fulfilled. Since this event, I have discussed with Chris, my co-researcher, the importance, and lack, of research which explores how learners with barriers to learning can use video technology to improve their achievement. It was Chris, however, who argued that the convoluted term 'democracy' should be dropped from our research objectives given its complexity. So following Basey's realisation that 'I tackle a research topic because it excites or concerns me, because I have 'fire in the belly' about it, and because I think the outcome will be worth publishing' (Basey 2003: 112) that together we embarked on this research.

Introduction

The story above is not singular and holds within it important lessons about how teachers should approach teaching and learning. This story is supported and focus is strengthened by 'numerous studies [which] suggest that students benefit from creating their own videos' (Hofer & Owings-Swan 2005: 105). The British Film Institute cites numerous studies like:

A project in the **East Midlands** [which] offered teachers in schools across eight local authorities the chance to use film for a year. Many had never done so before. By the end of the first year, two thirds were reporting that the

¹ This was part of an 8 week NHS project for people with mental health issues showing them how to use video cameras and editing software at their NHS centre.

project had made them more enthusiastic about teaching, and had changed their pedagogy. 100% of teachers felt that film could reach difficult or challenging pupils (80% strongly). BFI 2010: 3

This study supports the view that video production technology is changing teaching and learning. However it is important to be aware of learners who have 'barriers to learning' because as Donna Williams observes Autistic people can have 'a feeling of being robbed of control over the experience' (Williams 1996: 312). This is something reflected in the preface story.

So why 'shooting the messenger'? Firstly we do not believe that teachers intentionally 'rob' learners of control but more often they are not given access to suitable training or advice. One of the main aims of this project is to help our college develop a Continuous Professional Development (CPD) programme to support teachers to use video technology in their lessons. Therefore we don't want to be 'shot' for relaying messages from learners. It is simply that video technology should be available for teachers who wish to use it with advice which presents solutions to some of the problems we have experienced². The title also introduces the way we view this paper; 'the *Daz* doorstep challenge'.

No we're not going crazy. Well maybe a bit. The idea that someone runs into your classroom peddling their new version of teaching, now with added video, which will get your students to look their whitest is absurd but this is how video could be perceived. And yet there are some useful considerations we should address here. Firstly a new product of '*Daz*' has had years of attentive research because the product must compete with its competitors. Video in classrooms is being constantly reviewed, practised and evaluated. Secondly, as far as we are concerned, the quality of the product is second to the usage. To wash clothes well you also need to have the correct temperature (the classroom), a trusty washing machine (the teacher), and a label (a robust CPD training programme) to inform how best to approach the washing process. It is the aim of this paper to establish the 'washing-label' with advice for best practice, based on a review of academic literature and its

² We are media teachers who use video in our lessons.

application in the classroom studies, with particular focus on learners with barriers to learning.³ This is particularly important as our FE College currently has 1219 learners identified as having a learning difficulty or disability. It is a goal of this paper to present teachers with another tool (the new *Daz* detergent) with which to engage learners and improve attainment.

Aims and Objectives

In producing our 'washing label' it is important to explain to our participants that we do not advocate the use video for the sake of using video. While it is generally accepted that 'digital moviemaking provides a unique opportunity to connect powerful, yet accessible, technology integration with core content and pedagogical practice within specific academic disciplines' (Hofer and Owings-Swan 2005: 102) it is important to ask 'have you ever heard of anyone putting their success down to a particular software package?' (Coffield 2009: 11). Therefore while conducting this research it was crucial to ensure that video use in lessons had to be 'discipline-specific' (Hofer & Owings-Swan 2005: 108) and appropriate to the planned learning. Hofer et al are acutely aware of the inherent danger that 'technology can be separate from, and often incongruent with, typical classroom practice, and lead to forced or contrived use in the classroom' (Hofer & Owings-Swan 2005: 104). The washing powder should not be more important than getting the clothes clean⁴.

It is useful here to pause and define what is meant by video 'technology'⁵. A good starting point is that 'Digital moviemaking can broadly be defined as the use of a variety of media (images, sound, text, video and narration) to convey understanding' (Hofer & Owings-Swan 2005: 104).

³ It is important to clarify here that we do not endorse seeing education as a commodity.

⁴ It is important to acknowledge that we are aware that observation frameworks put emphasis on using new and emerging technologies in the classroom which can put teachers under stress to use technology which is incongruent with the learning objectives.

⁵ There are many different video technologies and in this paper we are not focussed on the professional equipment which is used by our subject but on more consumer/prosumer products.

However it is useful to rework this statement slightly so that it reads 'defined as the best use of a variety of media'. 'Best' here serves the function of suggesting that the teacher and the learner actively make choices when using the technology in the 'best' way to meet both the curriculum objectives and the learners' individual needs. The BFI explains what this means in practice.

You need a video camera of some kind. It could be a camcorder, a still camera or a mobile phone. You can make films without a computer, using 'in-camera editing': planning the shots carefully, then shooting them in the right order. To edit your film, you need a computer with editing software. You need to check that your cameras and computers will work together (see below). You may also need tripods, microphones and headphones. (BFI 2010: 24)

The cost of this technology has reduced and access to remote editing tools⁶ has become easier and a large number of learners have video cameras built into their mobile phones⁷. Therefore 'film can be delivered in schools easily and relatively cheaply' (BFI 2010: 2) meaning that video use can be a way of allowing learners to express themselves and as Coffield suspects 'young people have always brought new knowledge and skills in the relationship' (Coffield 2008: 10) meaning that they can gain ownership. In some cases 'disaffected students have taken a lead role in filmmaking, gaining the respect of teachers and their peers (BFI 2010: 10). Lecturers can then work to 'prepare them to become active citizens' (ibid) and while this will not solve the world's problems it might make some in our society more visible which cannot be bad. It is also worth noting that 'we learn to become persons in and through our relationships with each other, in and through community' (Fielding 2007: 406 (Coffield 2009: 62) and this should also be seen to include the digital community where websites such as *YouTube* become very important tools to citizens, learners and by extension lecturers⁸. With cheaper technology and a more 'switched on' learner it is useful for lecturers to have

⁶ It is now possible to edit videos using *YouTube*.

⁷ In 2005 it was recorded that camera phone sales now exceed 50 percent of the mobile phone market (Tim Kindberg, Mirjana Spasojevic, Rowanne Fleck, and Abigail Sellen 2005: 42). This must surely have risen in the last 7 years.

⁸ While drafting this paper the Kony 2012 YouTube video phenomenon is all the rage in our college offering opportunities to engage learners in critical thought and active citizenship.

access to CPD programmes which help with the use of video in lessons because 'teachers and support staff will be able to integrate film into their teaching more easily if they are familiar with basic concepts and teaching techniques and confident with the equipment they will be using' (BFI 2010: 10). The 'washing label' then should address barriers to learning but still acknowledge the valuable contribution from the learner and understand the democratic potential of video sharing.

The BFI clarifies this by noting that 'disabled users should be supported to participate fully in filmmaking. Their impairments should not be reason to limit the roles they play: students with visual impairments can use cameras and those with hearing impairments can work with sound' (BFI 2010: 14). The BFI then explain that 'a number of different solutions can help facilitate access...wheelchairs can be equipped with camera mounts...a 'Fig Rig' (a large ring of tubing, with a camera mount in the centre) can make it easier for users with motor impairments to hold cameras. You can use colour-code cables' (BFI 2010: 14-15)⁹. The BFI recommendations are helpful and yet theoretical models, such as Burn et al's (2001) video literacy model need expanding to include learners with barriers. Lets be clear then that 'instead, however, of blaming teachers or treating learning difficulties as being locked into individual students, it would be preferable to study how both parties can come together to solve the problems they both face' (Coffield 2009: 32). Hopefully our 'washing label' will help find ways of nurturing this process, not just through a technological 'add-on' but with an approach-based piece of research, to improve teaching and learning.

To ensure this approach is useful we must consider the lecturer. The purpose of this research is to offer video as a teaching and learning tool for non-media teachers. We want to reproduce the success of the teacher who says 'I have been able to develop relationships with pupils who are 'hard to reach' (Teacher quoted in BFI 2010: 9). Importantly our CPD package needs to acknowledge that 'training doesn't need to be 'top-down'... expensive or demanding' (BFI 2010: 10). Michael Fielding has also observed that 'practioners were deeply uncomfortable about being placed in the position of

⁹ The BFI guide is a very useful practical guide which we would recommend to teachers who want to use video.

being seen as a 'better' teacher' (Fielding 2005: 15) and this is something that needs consideration. Therefore while this paper aims to build on academic models to offer a more complete picture of using video technology in the classroom we want to 'peddle' video with all of the dangers highlighted, before you 'wash', and this will require 'time to develop partnerships. It's about personal contact and time' (Fielding 2005: 8). Fielding's emphasis on time is something we believe is important.

Finally video is not just used for summative assessment but as formative tool as well. Shirley Clarke has written a lot about formative assessment and in particular 'The active involvement of pupils in their own learning' (Clark 2001: 4) and she explains that 'Effective teachers encourage pupils to judge the success of their own work and set targets for improvements (Clark 2001: 5). We have already discussed 'active involvement' but it is important to remember that learners assess their video skills against what they watch¹⁰ and this input can be used to improve attainment. This fits with Michael Leventhal's assessment of video modelling research where Autistic learners are shown videos at the start of lessons to help give them a sense of what the finished objective will look like. Clarke explains that, 'In order to carry out formative assessment strategies in the classroom, the learning intentions of lessons need to be as clear as possible (Clark 2001: 8). Video modelling has been 'found helpful with communication, disruptive classroom behaviour, increasing on-task behaviour, stuttering, public speaking anxiety, autobiographical memory, increasing student participation, promoting social play, teaching complex social sequences and as an evidence-based treatment for children with autism' (Leventhal 2012).

In this research then we are testing the validity of video modelling and Clarke's findings. Video as a tool to gather summative evidence is useful but it is important to consider the formative assessment opportunities it offers, especially for learners with barriers. This is the *Daz* doorstep challenge to offer a washing label which indicates the best chance to get a clean sweet

¹⁰ At our college it has become apparent that young people are consuming a lot of videos through watching *YouTube* and other such websites rather than just TV. In the preface story also we see evidence of the learner comparing their productions with those they have consumed.

smelling wash, or in other words active and engaged learners who have achieved their learning objectives.

Methodology

To research our 'washing label' we invited lecturers¹¹ to approach us who wanted to use video in their lessons. When choosing what groups to include in the study it was important ensure that video was 'discipline-specific'¹². From January through to April 2012, the study consisted of attending three different lessons and collecting teacher and learner feedback, researcher observations and pre-lesson and post-lesson discussions with the teacher. The profile of each student group was available prior to the lesson. Unfortunately there was not a chance to meet with any support workers prior to the lessons. Subjects used one type of camcorder (a *Sanyo*) and edited where appropriate to the lesson plan. The learners involved in the research have either chosen a pseudonym or we have been asked to attribute one for them.

Lesson One

The first lesson comprised of eight learners from Educational Development and all learners have Profound and Complex Learning Disabilities/Difficulties (PCLD). There were three Learning Support Assistants and one teacher. The teacher used a camcorder over weekend to explore functions but for many this was their first time using a camcorder. Learners *Isabella* and *Harry* had filmed before in a limited capacity on their mobile phones. Prior to this session we worked with the teacher to record an

¹¹ We used our internal staff intranet, email, week events magazine and word of mouth to invite lecturers. It is important to acknowledge here that lecturers who responded were keen on using video and therefore they provided constructive feedback throughout.

¹² We did not expect a 'formal' lesson plan from participating lecturers and it was made clear during these interviews that this was not a formal observation of their teaching or a judgement on their teaching. It was explained that this was for developmental purposes only and all participants including the learners were given the opportunity to review this paper and make suggestions.

exemplar for the assessment that the learners would go on to complete. Keble and Nikopoulos & Keenan highlight the impact of exemplar video 'increasing the reinforcing properties of the activities' (Nikopoulos & Keenan 2004: 93). The exemplar copied the lesson's tasks which involved a simulated 'crossing the road' and then a 'real-life crossing' that would require the learners to cross the road unaided.

From the initial Q&A both *Isobella* and *Hermiani* had used a crossing before, *Hermiani* unaided. During the lesson all except the learning assistants used camcorders, asking the learning assistants to use the camcorders would have taken them away from the responsibility of assisting the learners. The teacher used a camcorder throughout recording her point-of-view of the learners performing assessment such as crossing the road practice exercise in the lesson and crossing the road assessment outside. These videos were reviewed with the learner's straight after each of these tasks.

The focus of the group was strong during the exemplar video. The students seemed to enjoy watching their teacher in the video, laughing and pointing at comic moments in the video. The teacher was able to utilise the video to introduce the aims of the session, and reviewing parts of the exemplar that students might find tricky in the assessment. Using the video in this way to introduce the aims established a normalisation of using video in the session, their teacher had done it, and therefore it was ok. This is something that teachers can take for granted. By not familiarising the use of new techniques or empathising with learners that are about to use the technique could establish a rift in the relationship between learner and teacher. The learner's own performance anxiety is not always taken into consideration when communication technology is utilised in the learning environment.¹³

All students required some assistance at first with recording and using the camcorder. The learners took turns filming each other repeating the task and the learners then looked at these videos and the teacher commented on their ability. Students were mostly happy to use the camcorders. *Daisy* was a little reticent and stood back and *George* stood away and walked off at the

¹³ For further studies in this area refer to Gresham's (2001) *Limitations Study*.

end without stopping camera. Their use was not until later in the lesson once the tutor had played back her video observation of them. I feel this gave a more subtle approach to use the camcorders and gradually introduced how they might be used for the rest of the day. *Hermiani* did a lot of camera work, opting to use the camcorder when ever its use was offered to the group. Finally the learners were recorded performing the task outside as part of the assessment which they reviewed in the same way as previously described.

In the lesson some learners could press the record button unaided *Harry* (though had issues with the zoom function) *Isobella*, *Johnny*, *Daisy*, *Hermiani* others needed to have the action repeated and to be prompted. The teacher commented that she felt *Hermiani* was shy in front of camera. The Teacher was able review each performance of the task and comment, pause, re-play and skip elements of the playback. The teacher required only the minimal intervention to set up the memory cards to play back, copying them into a folder on to the teachers desktop. The teacher tried this out for themselves during the 2nd feedback to learners.

During the formative review all students seated in a half circle and there was some excitement about seeing each other. Some students repeated faults with tasks such as *Daisy* who refused to look both ways inside and out. Issy who did not look both ways in the first inside task did look both ways outside however not effectively and seemed to mimic the movement of the head without actually looking, something she might have learned from seeing others in the video. Some did not watch the entire playback but instead the reactions to other people seeing them. Issy was upset during the playback of the extension task¹⁴. It is important to consider the learner's concept of themselves and the impact that video has on that perception. Dowrick describes learners observing themselves on video with increased 'self-efficacy through the viewing of their own efficacious behaviour' (Dowrick 1999: 23). However in this lesson, with Issy, this was not the case and this is something a teacher needs to consider when screening videos to a class.

From observing this lesson it is possible to draw out some preliminary recommendations. Firstly the camera used needs to be thought about

¹⁴ The learners took part in a filmed talent show.

especially with learners who have PCLD, and the cameras should write to a broad format. It is useful to identify strong users and get them to use their knowledge of filming to help others and help the teacher achieve the learning objectives. On a practical level it is useful to ensure that cameras are labelled and that there are plenty of batteries and memory card readers available. Finally it was useful to set the default for all of the cameras at the start of the lesson and this is something that needs to be covered in the training. Videoing the teacher performing the task worked very well in creating an atmosphere of an *in it together* attitude. The teacher did comment on their own poor camera use, mostly unfounded. This is an area that underpins this research, the ability to raise confidence of teachers using technology and in some cases '*increase resistance or rejection by some educators and families who may view their lack of technological proficiency as an obstacle to successful implementation*' (Bellini 2007:). This something any training package should address.

Lesson Two

The second lesson focused on working with a different Educational Development class with learners with PCLD including limited social interaction and mobility. The teacher was keen to use video to record and document intensive interaction an 'approach [which] recognizes the pre-verbal nature of the learners and addresses their need to develop the very beginnings of sociability and communication' (Nind 1996: abstract). This use to be documented through photographs. The lecturer wanted to train support staff in how to use camcorders and get them to record staff working with learners reinforcing good learner interaction. This session follows closely with Hofer's 'discipline-specific' criteria because for these learners intensive interaction is an important tool to improve their social communication skills and for the teacher to document how the staff reach difficult to reach learners.

Again prior to this lesson the teacher was shown how to use the camcorder and she then passed this training onto the support staff¹⁵. The

¹⁵ The course co-ordinator for Educational Development was very helpful in allowing time for training to be delivered and shared. It is this Joint Practice

support staff filmed the teacher working with learners and then this footage was played through the electronic whiteboard to the class so all of the learners could view themselves involved in intensive interaction. The lecturer used this screening to discuss the methods and focus attention on positive interaction. It is useful to note here that the lecturer did need additional training on how to remove memory cards from the camcorders and use a memory card reader with their computer. This is something which needs highlighting in the washing label.

This lesson did differ from what we had originally conceived at the start of our research. Initially it was thought that learners with barriers would be using camcorders but in this session this would not have achieved the lesson aims. From observing this session it was possible to see how video could be used with learners with limited communication to develop and document an interaction. The use of video to document did not detract from Clarke's 'active involve' (ibid) insofar as the learners could see themselves being successful at intensive interaction on the whiteboard. It was fascinating to observe one particular learner *David* who we observed smiling at his own video and being actively involved in the reviewing process and this is something the lecturer picked up in the review discussion after the lesson.

The teacher explained that *David* had not been engaged in previous lessons and that through using video the learner had registered an interest in the task and made progress which the teacher felt would not have happened if she had not used the camcorders. The teacher explained that camcorders allowed her to *reward intensive interaction* which was *interesting for students* and staff. It got *external staff involved in the process* and they were *pro-active in learning*. Importantly the lecturer commented that by using camcorders she was able to *see progress in a small space of time* and engage the learners.

The teacher made clear that this session was much improved upon last year's, especially where learners could see themselves on screen instantaneously. There were key aspects of assessment both in a formative and summative way and there were improved links between members of staff

who were from the college and those from external agencies.¹⁶ The usefulness of easy transfer between the camcorder and the computer is something both lessons needed to be successful and it is important to ensure memory card readers and camcorders are made available in the college for teachers and training in easy transfer is done. Additional training does not need to cover all of the functions of the camcorder but importantly when filming against a window some people were disappointed by the over-exposure. Some training in this area will also be needed.

Before moving onto the third lesson it is important to recognise that while 'video modelling' has been supported here it needs expanding for these learners to suggest that video modelling can have multiple facets in one lesson for both learners, lecturers and support staff. Current video modelling approaches do not address this complexity fully.

Lesson Three

The final lesson in this report involved editing and is part of the Foundation College Level 1 Certificate in ICT. The session involved asking learners to edit the rushes from a nursery rhyme filming session. In discussions prior to the lesson we discussed the video modelling research and its findings and the teacher agreed to have a finished edit to show the learners to see what impact this would have on learning compared with previous year's.

In the lesson the lecturer showed the learners the finished version of the nursery rhyme and the learners were then helped to edit their own version. Learners were attentive to the teacher's demonstration what the edited film would look like and what elements of the software were used. It was clear that the learners had been taught the software elements in a previous lesson which the teacher referred back to. The teacher also made clear that the finished edit would be viewed and assessed as part of their coursework.

¹⁶ This teacher is already keen to start implementing video at the start of the course in September to allow learners to see what they have achieved through being at college.

What was consistent in this lesson as with the other sessions was the findings supported the research into video modelling. By showing the learner a copy of what the lesson aims to achieve they appeared engaged and task-focused. The teacher confirmed after the lesson that by showing the finished film first the learners were more 'on task' than in the previous year but he did also add that this group were 'more switched on' generally than last year. It is important to refer back to Fielding's notion that during any sharing of practice we must be mindful of the learners, and of course the lecturer's knowledge of their learners. What will work with one group may not work with another even at the same level of education.

One of important elements of the lesson which helped us in considering our CPD goal was the need to ensure training into video editing software is built into the training for other lecturers. At our college there is a free video editing software available for all lecturers. Knowledge of this software is important in lessons like the one we observed. One element of discussion which arose after the lesson was that in media classes we use professional software which has easy to use one button keyboard short cuts. The free video editing software had two-button keyboard shortcuts which some learners found difficult to remember and so did not use. The lecturer agreed that this was an issue with this software especially with level 1 learners with and mobility difficulties¹⁷. However, it was interesting how some lecturers shied away from the editing side as they thought it would be too complex. This is something which should be addressed in the CPD element of our programme and maybe encourage editing but not make this a requisite of the final package.

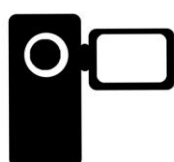
Recommendations

Throughout the researching for this project we have been using the metaphor of washing and a 'washing label' to best represent our findings. In

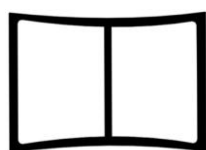
¹⁷ As a follow-up to this lesson we contacted the provider of the free video software to see if there was a way to change the short cuts but unfortunately we could not. This is also possible in the more professional software packages.

fig 1 is the suggested starting point towards designing a useful label. The label has eight recommendations but these are intended as guidelines based on situational observation and not as a rigid set of rules. Lecturers know their learners and they will decide what will work best. It is also worth noting that while observing the lessons researchers are an influential factor on learners and so part of the evidence could be distorted by our presence in the classroom.

Fig 1.



Lecturers need the right camcorder for the right filming. Camcorders which record onto a Secure Digital (SD) Card are light-weight and easy to set up and use which helps reduce the amount of training a teacher requires. It is important to make tripods, mounts and rigs available for learners will mobility barriers. During lessons it is useful to label the cameras and to set the defaults prior to filming. However, in assessment recording these camcorders do not allow you plug an external microphone which may be useful to pick up learners talking.

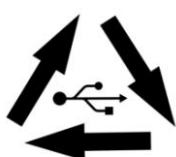


There is a need to ensure that camcorder and editing use is actually 'discipline-specific'. Video can be used to help with both formative and summative assessment as well as function as a tool to improve inclusivity. Laurillard's belief that that we should be 'using technology to solve a specific problem, not finding the problem that

technology is a solution for' (Laurillard 2008: 27) is important to remember. The research here supports the BFI findings that video helps reach difficult to reach learners.



Editing is something which some teachers may need to train in while for others it would be superfluous to their curriculum. Therefore the CPD package design needs to address this fact and understand editing is optional.



Workflow. It is important to ensure in the CPD package that teachers are shown the workflow of moving from the camcorder to the electronic whiteboard. This method should be easy and quick for teachers to be able to share filmed work with an audience. This was extremely important with learners with barriers to learning.



The screening icon. In all of the lessons sharing a screening became very useful for learners, whether it was reflecting back on what they had achieved or to see themselves on screen and feel some achievement. However from lesson one it was clear that lecturers need to be aware that some learners will not want to see themselves on screen as this will potentially impact on their self-image. This is particularly important to consider when working with learners with physical barriers to learning. It is crucial that lecturers address and ask learners permission to screen and be sensitive to the fact that learners will not be comfortable with how they appear on film. It is important learners do not feel 'robbed' of the choice during screening.



Democracy. The lessons in this project are all linked by the fact that video can be used to give learners a voice and make them Coffield's 'active citizens'. In lesson one the learners were able to film something themselves and share this skill with the group. In lesson two the learners showed improved communication skills and in lesson three the learners were producing an edited film which would be shared outside of the classroom. This was democracy, albeit at different levels of inclusivity, and this should be part of the CPD package.



The final icon refers to the 'video modelling' element introduced throughout the lessons in this research. From researching video modelling, and its success in reaching learners with barriers, it is evident that the research here supports the findings of Leventhal. Video modelling is a successful way to encourage, explain and deliver video to learners. However video modelling usually refers to one approach but in the observations here there were two or three elements of 'video modelling' happening and perhaps more complex models of video modelling are needed which address these interactions.

The last comment on the label recognises the important relationship between teachers and learners. Diana Laurillard acknowledges that 'the teacher has the opportunity to learn about their learner's point of view and their practice' (Laurillard 2008: 17). All of us as teachers should use the learner's practice, and lets be honest some learners will have a much better grasp on technology than we ever will, and include this in their learning. This is not to undermine the role of the teacher. Laurillard explains that teachers are the ones who should 'begin with ambition and use technology to achieve it' (Laurillard 2008: 34). By using learner knowledge we can improve active participation and hopefully help to give all learners a voice.

We are sure some of you thought the 'washing label' was a crazy idea. Maybe it still is but here is our final thought to convince you. Throughout this paper we have been consistently aware of Fielding's remarks on Joint Practice Development as well as Laurillard's comments about giving 'pedagogy back to the teachers' (Laurillard 2008: 34). The 'washing label' is designed to do just that. It is the result of a small scale investigation in to effectively using video production technology to improve teaching and learning. It is a 'washing label' guide not a set of unbreakable rules and there is the naughtiness of putting *that* shirt in the dryer when you are not suppose to or trying new technology in your classroom. You never know it might just come out ok.

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