Australian Screen Content in Education

Schools Fieldwork, emerging findings, Sept. 2015

Distinguished Professor Stuart Cunningham

A/Prof. Michael Dezuanni

Dr. Ben Goldsmith

Research for this white paper is supported by the Australian Research Council Linkage Project LP130100031 'Australian Screen Content in Primary, Secondary and Tertiary Education: Uses and Potential'. We sincerely thank the ARC for its support.

Introduction

This report presents emerging findings from the school fieldwork component of the Australian Screen Content in Education project (ASC Project). It has been completed following full day visits to approximately twenty schools, including a range of schools from Prep to Year 12, government, catholic and independent schools and schools across Queensland, Victoria and the ACT. These visits typically consist of:

- Interviews with five to eight teachers from across a range of subject areas and year levels, and the teacher librarian;
- Focus group interviews with students (generally one or two per school, with about four students in each focus group); and
- Observations of one or two classes where screen content is being used.

To date, approximately 100 x 20-30 minute individual interviews have been conducted with teachers and librarians and 15 x 40 minute focus group interviews have been conducted with students, representing the views of about 75 students.

Throughout the remainder of the ASC Project, at least another 20 schools from New South Wales, South Australia, Western Australia, Tasmania and the Northern Territory will be visited and approximately 10 schools will be revisited as 'Phase 3' case study schools, during which many more student focus groups and classroom observations will be conducted. Despite the interim nature of the findings presented in this paper, a number of clear patterns have emerged which we will refine as the project continues.

Summary of emerging findings

- Teachers are using four types of screen content: 'Signature' content, 'favourite' content, 'teachable moment' content, and 'in the moment' content.
- Most teachers seem to have access to reliable internet, a laptop computer and projection system in their classrooms which makes it easy to screen content.
- The most common ways screen content is delivered in classrooms is via YouTube, ClickView and DVD. Teachers occasionally use catch up services like iView, SBS On Demand and TenPlay.
- ABC Splash is under-used in secondary schools, but is regularly used in primary schools.
- YouTube is by far the most popular source of screen content in all classrooms.

- Teachers curate various forms of content for their classes as a central aspect of their identity as expert professional educators.
- Many teachers commit significant amounts of time identifying, vetting and organizing screen content for use in the classroom in response to new teaching approaches and the 'digital turn'.
- Producers aim to curate screen content for schools, including through the use of 'bridging materials', but teachers further curate this material to make it suitable for their students.
- The pathway for screen content into the classroom is complex, involving not just curriculum alignment, but teacher judgment, student expectations and student needs.
- High quality and educationally useful screen content is often not discoverable for teachers.
- Bridging materials such as study guides are often produced using outdated pedagogical frameworks.
- When teachers screen content, they often produce their own educational materials to accompany the screening – including activities and worksheets, although these are sometimes adapted from bridging materials.
- Students want to be shown screen content that is fun and catchy with high production values and educational relevance.
- Some teachers make YouTube available to their students, even where they have been directed not to, or where YouTube is blocked.
- Students (including primary school students) independently and regularly go to YouTube to reinforce their classroom learning and to undertake personal, interest driven learning.
- For students, poor production values equate to untrustworthy content.
- Some teachers are producing their own YouTube content for their students.
- Teachers trust ABC, SBS and ACTF content and want to use it in the classroom.
- Teachers say they would use more Australian screen content if they had time.
- Classroom pedagogy with screen content is relatively traditional, with pockets of innovation and experimentation.

Forms of screen content used by teachers

A pattern has emerged in the interview data that suggests four types of screen content are being used in schools (the labels are ours): 'Signature' content, 'favourite' content, 'teachable moment' content, and 'in the moment' content.

'Signature' content

'Signature content' includes feature films and premium documentaries or television programs that often become a central focus of teaching and learning in the classroom. This includes instances where a film may be studied as a text in its own right, or where there is a film adaptation of a novel or play students are studying in class. Frequently used examples of Australian content in this category include feature films such as *Rabbit Proof Fence* and *Red Dog*. Examples of frequently mentioned documentaries and premium television content include SBS' *Go Back to Where You Came From* and *First Contact*. It is not unusual for signature content to be purchased in DVD format, and often several copies are purchased and used if a whole year level in a large school is using the film or documentary. DVD is cited in these instances as more reliable and easier to access than streamed content. A number of school librarians have reported, though, that if these titles are available on a streaming service like ClickView, they will not purchase physical copies.

'Favourite' content

Aside from signature content, teachers often mention favourite titles that they use from year to year as the particular content aligns particularly well to the curriculum. These include 'must keep' examples of content that teachers want to regularly and reliably access. In a 'ClickView school' this content may be stored on the ClickView streaming service, if it has previously been broadcast. However, numerous teachers also indicated they keep personal copies of this type of content, generally in digital form on their personal laptop. A number of teachers also indicated that they are willing to infringe copyright to have access to this type of content. For instance, they may download a copy of a particularly useful YouTube clip that they are concerned might 'disappear' from the service at some stage. Examples of frequently mentioned Australian content in this category include episodes of *Insight*, *Catalyst*, *The Gruen Transfer*, *Behind the News* and *Shark Tank*. These are discussed in greater detail below in the section on Australian Screen Content.

‘Teachable moment’ content

‘Teachable moment’ screen content is highly topical content that aligns to the curriculum currently being designed and delivered by teachers. This includes news reports about current events, relevant advertising content and current debates and issues. A number of teachers have indicated that catch up services, particularly ABC iView, are used to screen this type of content in the classroom. In addition to catch up services, ‘teachable moment’ content is also accessed via off air recordings made available through the ClickView, DVC or Enhance TV services. Examples of frequently used Australian television programs in this category include *Q&A*, *Media Watch* and *Behind the News*.

‘In the moment’ content

Teachers often supplement and enhance their teaching with ‘in the moment’ screen content and the most frequently mentioned source of these clips is YouTube. This type of content is sometimes found at the last minute, or even during the running of a class. These videos include demonstration and tutorial videos that teachers suggest add significant value to students’ learning experience. These videos are often brief (only 1-4 minutes) and are woven into the general flow of the lesson. Our sense from the interview data is that this has become the most frequently used form of video content in schools.

Delivery of screen content

Teachers report there has been a significant change in the way screen content is delivered in classrooms over the past five years. In that timeframe there has been a rapid deployment of laptop computers, screen projection equipment and relatively reliable internet access in schools, following the Rudd Federal Government’s Digital Education Revolution policy and the roll out of the National Broadband Network. Despite the inconsistency with which these policies have been implemented across the country, they have drawn attention to the need for schools to have access to fast internet. In the interviews, few teachers report significant issues with the reliability of internet access, although most identify the odd occasion when they experience drop outs or slow speeds. In every school we have visited the teachers have their own laptops and use these to screen content. Furthermore, every teacher we have spoken to has had access to YouTube for screening content (although access is often blocked for students in these same classes, as discussed in the sections on YouTube below).

Several experienced teachers have spoken about the change from the past where screening a video was a significant occasion, because a ‘television trolley’ had to be booked for use in the classroom. These

teachers suggest screen content is now just part of the seamless flow of a lesson, and for this reason, shorter clips are more likely to be played to enhance students' learning.

ClickView

Nearly all schools visited use the ClickView service and this represents the main cost to schools for screen content. According to ClickView their video content streaming service is now available in 40% of schools. Teacher librarians like ClickView because it provides **easy access to off-air recordings of broadcast content**. In some schools, the library staff identify specific content and record it on a regular basis, with a knowledge of the various curriculum topics being covered by teachers across the school. In other schools, the library staff rely on requests from teachers to guide their recording of programs. **ClickView Exchang**e now makes it possible for librarians to easily follow up teacher requests for content and when they have not recorded it themselves they can access another school's recording. The few schools we have visited without ClickView cite cost as the main reason for not subscribing to the service. The librarian in one school said the school had chosen ClickView's main competitor, DVC, because DVC allows local ownership of the content (as opposed to being a subscription service). Many teachers spoke at length about their ClickView experiences, mostly positively, and argue its biggest advantage is ease of access to the service across the school and at home.

Enhance TV

Enhance TV is being infrequently used or used as a "last resort" (as one teacher put it) when content cannot be found elsewhere. A number of teacher librarians spoke about the Enhance TV guide to upcoming education programming as an important resource for knowing which shows to record for their schools and they then use ClickView to record those programs.

DVDs

All schools visited to date are still purchasing physical DVDs, mostly where content is not available on ClickView or where a 'signature' piece of content is being used by several classes in the school (Eg. a classic Australian film).

ABC Splash

Most of the secondary school teachers we have spoken to do not use Splash and many of them have not heard about it. Secondary teachers are often surprised to hear secondary school content is available on the site. Splash is better known in primary schools and most primary school teachers we have spoken to use it

occasionally. A few of our primary school interviewees use it frequently. One primary school teacher in Victoria indicated he had been to a Splash professional development session and gained a lot from it and subsequently uses the service more regularly. He said he particularly liked that he could trust that the clips on Splash will be well made and directly aligned to the curriculum.

'Catch up' services

The main catch up service that teachers seem to use is **iView** and this is primarily for playing current content that teachers know they will only screen once. Only a few teachers have mentioned other catch up services, especially SBS (e.g. for '*Go Back*' content) and Ten Play (e.g. for *Shark Tank* content).

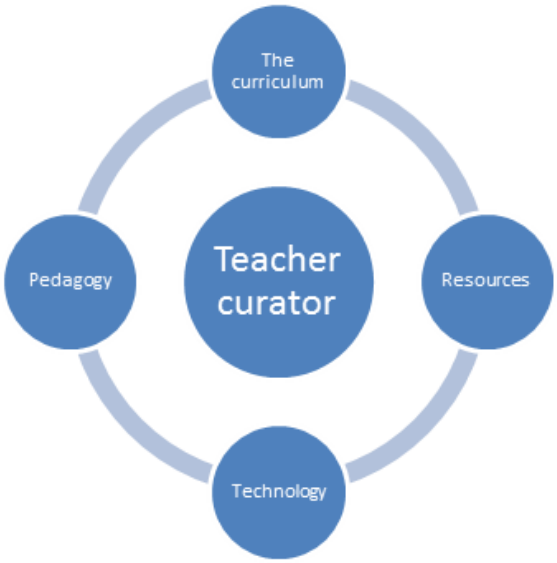
Games and Apps

There is infrequent use of **games** or **apps** in the classroom. When asked, teachers and students cite occasional / rare classroom use. Generally, when examples are given they are basic skill and drill style games like Mathletics. There have been very few references to more sophisticated games (for example Minecraft has only been mentioned once). One primary school we have visited is part of the Apple Distinguished Educators' program and classes across the school are trialling the use of iPads. In this school, many apps are being used, and in some cases students are creating their own screen content and are using apps to combine images, sound and text to create multimodal productions. This school will be revisited as a case study school in Phase 3 of the project as an example of leading edge pedagogy.

Teachers as content curators

An important theme emerging from the teacher interviews is that teachers curate screen content alongside a range of other resources as a significant aspect of their identity as professional educators. Teachers consistently report to us that they attempt to provide students with what they believe is an effective learning pathway by tailoring a set of bespoke learning experiences for their students. This requires a complex process of drawing on and adapting official curriculum documents and educational policy documents such as the Australian Curriculum as a starting point for planning their students' learning. In Queensland for instance, teachers in government schools are directed to use the 'Curriculum to Classroom' (C2C) materials in English, Maths, Science and History from the preparatory year (prep) through to year 10 to plan their classes. From there, teachers draw on a range of other resources, including textbooks, online resources, other teachers' materials and screen content to shape the curriculum.

It is important to **distinguish between the curriculum, resources, technologies and classroom pedagogy** when seeking to understand how screen content is used in classrooms.



The **curriculum** is the official policy that determines the subject content students are required to learn about. In the Australian Curriculum, this knowledge is described as 'Content Descriptors'. **Resources** are the artefacts introduced in the classroom to provide students with new learning experiences or that become the object of study - these are drawn together in textbooks, but also include worksheets, reference material, literature, physical and virtual learning objects and screen content. **Technology** is the hardware and software teachers and students use to interact with resources and curriculum concepts. Technology pre-dates digital technologies and includes all aspects of the classroom environment, including the furniture, whiteboards, writing implements and other physical tools. **Pedagogy** is the process teachers undertake to organise students' interactions with curriculum concepts, resources and technology.

It is useful to think of the process of coordinating curriculum content, resources and technology as a curatorial process because teachers aim to bring new artefacts, ideas and experiences to students to build knowledge and evoke a response. Many of our interviewees spoke about the **significant amount of time they spend searching for appropriate screen content** to show their students. Furthermore, most teachers have said they wish they had more time to look for the quality screen content they suspect is 'out there'.

Many teachers spoke about the amount of time they spend on YouTube trying to identify clips to use in their classes that will meet their students' expectations (in terms of length, style and form) and that align

effectively to the curriculum. Some teachers spoke about the amount of time it takes to find the best screen content as a significant time pressure leading to stress.

> **Teacher librarian – primary school:** So, I use a lot of YouTube because it's catchy, fast/quick and they're really engaged with it. So, one of your questions was 'why do you use it', well, because I find they are very engaged with a visual, particularly animated for littlies, or has got children their own age. It's just something which switches them on to learning but it has to be perfectly relevant, so it can take a lot of searching, I have spent hours on YouTube trying to find exactly what I need and there's an awful lot of rubbish on there too. So you have to be very discerning.

Despite the time it takes for teachers to find the right content for their specific purpose, it is clear that teachers see this as an important part of their role as professional educators. Indeed teachers indicate that designing effective learning experiences for students is one of the most rewarding aspects of teaching.

Opportunity

An important theme emerging from the data is that although the Australian Curriculum aims to bring consistency of learning across the country in key learning areas, individual **teachers retain a significant amount of autonomy** to structure and resource their students' learning experiences.

The great challenge presented to screen content producers is that teachers' autonomy makes it extremely difficult to predict which specific screen content they may decide to use. This is particularly true of anything apart from signature content, which is sometimes prescribed content in Years 11 and 12 Curriculum documents.

There is an opportunity for screen content producers to assist teachers with the process of curating screen content for the classroom in more effective ways than is currently occurring.

Producers and intermediaries as content curators

Producers and intermediaries typically curate screen content resources for use in education through the development of what we call '**bridging materials**'. These materials sit between screen content and classroom practice and are intended to assist teachers with their planning. These include: study guides, websites, curriculum plans and interactive tools like Apps.

The most frequently mentioned **study guides** in our interviews are currently produced by Australian Teachers of Media, Victoria (ATOM Victoria). These study guides are created as a budget line requirement of Screen Australia funding for all documentaries. Producers and intermediaries also often produce ATOM study guides for other types of content like feature films. Teachers generally respond positively to these study guides, suggesting they are a starting point for curriculum design but that they rarely use the study guide from beginning to end.

A **website** often mentioned by teachers in interviews is the *My Place for teachers* website (http://www.abc.net.au/abc3/myplace/) which was produced as a partnership between the Australian Children's Television Foundation (ACTF) and Education Services Australia (ESA). This website supports to use of the *My Place* television series.

A number of teachers have indicated that they use the *Go Back to Where You Came From* **online resources** to complement their screening of excerpts from the television series.

ABC's Splash (http://splash.abc.net.au) can be seen as the most comprehensive attempt to date to make screen content available to teachers to support the implementation of curriculum. The site was developed to support the implementation of the Australian Curriculum. We discuss ABC Splash in greater detail below.

Australian Screen Online (http://aso.gov.au/education) includes over 1000 historic clips and was developed by Education Services Australia and the Le@rning Federation as a resource for teachers. Clips are accompanied by teachers' and curators' notes. None of the teachers interviewed to date have indicated they use this resource.

The curatorial relationship between teachers, screen content producers and intermediaries

The screen content learning experiences students have in classrooms are often the result of a two-step process in which producers have curated screen content resources for education by supplementing them with bridging materials and teachers then adapt these bridging materials for their own classroom use. We have spoken to very few teachers who simply use producer created bridging materials without some form of adaptation.

> **MD**: Did you create the whole PowerPoint, or was some of that from Splash?
>
> **Carly:** Yes and so there's a section with a tab that has questions and I took those questions and put them into a PowerPoint and onto a worksheet, so that was great and when I searched that was what I was looking for – a support document to go with the screen content, because we are flat chat and I love the creative side of it … which I feel it's been taken out of teaching with C2C … but we've lost that creativity to develop lessons like we use to. It was still nice to have some guiding questions that you could take and use quickly highlight and copy into a document and have it right there for the kids, but even as I did the lesson, my brain is going wow, there's so much I can do here with these graphs.
>
> *Exchange with year 3 teacher, metropolitan state school, Queensland.*

A crucial aspect of teachers' role in the curation of screen content for students is their **expertise in determining their students' learning needs** at specific points in time and place and their ability to present screen content to students in a way that will be meaningful and enhance students' learning.

The teachers we have interviewed do not see themselves as mere curriculum deliverers, but as mediators between their students' learning and resources, including screen content.

An important observation is that teachers do not believe screen content or bridging materials, curated by screen producers, can provide students with effective learning experiences without expert mediation / teacher curation.

On the other hand, teachers often praise bridging materials that provide them with insights and easy access to the learning potential of screen content resources. One teacher gave the example of the comprehensive set of curriculum materials developed for the documentary - **Paul Kelly, Stories of Me** as

an exemplary set of support materials (http://www.paulkellythemovie.com.au/schools/). The 70 page document *Paul Kelly, Portrait of an Artist* was produced by the Documentary Australia Foundation.

The teacher particularly liked the comprehensive nature of the information in the publication, which she believed provided depth, in comparison to the ATOM study guide that was produced for the same film. The teacher explained, though, that she still adapted information from the resource, rather than merely using the activities as presented in the resource.

Opportunity

An important emerging theme is that teachers have expert understanding of their students' learning needs at a local classroom level and consequently make curatorial judgements about screen content and bridging materials.

There is an opportunity for screen content producers to better understand teachers' expertise in making judgements about resource use in the classroom and how screen resources are used in the overall 'flow' of students' learning experiences.

Student perspectives on Screen Content in the classroom

Most students indicate in the focus groups that they enjoy viewing screen content in the classroom, although they have very strong views about the quality of screen content. They suggest that "what works" is **fun and catchy content with high production values that is relevant to learning**. Unsuccessful screen content is old, dated, long, boring and irrelevant to learning.

> I think having it explained through media is a great thing, because as I said, teenagers connect with social media and screen content as they use it in their spare time. I do feel it's a great thing, because often you have teachers with monotone voices, some teachers we just don't like, which could mean you are not going to listen to them. Whereas on screen even if you don't like the topic, you will listen and some of the information is retained.
> *Year 10 student, regional state high school, Queensland*

Almost all students indicate that at times they are exposed to screen content that seems irrelevant. A few mention what they consider to be poor pedagogic practices where a teacher screens a video to fill in time

or because they have not prepared for the class - but these instances seem rare. More often, students complain that they are shown poorly created content and that even if it is relevant, they switch off. When pressed on what constitutes an effective piece of screen content, students suggest it needs to be:

- Fun: they respond to humour and youthful 'light' presenters
- Dynamic: they like graphical, colourful clips with fast-paced editing (not talking heads)
- Recent: Dated clips are a huge turn off.

> I think variety and humour is the best thing to make something interesting. If it's just someone talking to the camera, it's boring. If they can add a bit of variety or humour in what they do, it makes a different.
> *Year 11 student - Independent secondary school, Victoria*
>
> A boring one for me would be flat sounding, they wouldn't really use much expression. If it's still and it isn't showing much, then that wouldn't be as engaging. Also, when they have facts, if they added something to support it to reinforce what they are saying is true. A boring one wouldn't give as much detail.
> *Year 6 student - Independent secondary school, Victoria*
>
> I find that when someone is constantly talking I zone out. It needs to have them moving around, scenes changing, and things happening otherwise I lose focus.
> *Year 12 student, regional all-girls Catholic school, Victoria*

Despite students' strong views on the kinds of screen content they like and dislike in classrooms, at least some students indicate that the most important aspect is curriculum relevance and that they don't really care if it isn't presented well, although it's a bonus if it is. A number of students have also indicated in the focus groups that they have **different standards for home and school viewing**. That is, while they suggest they might be able to watch a long documentary at home by themselves, they are more easily distracted at school.

> When you are in school, you don't want to sit watching a whole documentary in a school environment, but at home I could watch repeated documentaries. At home you don't have the distractions. *Year 11 student - independent secondary school, Victoria*

An important observation from our perspective is that it is problematic to make assumptions that students will not be engaged by screen content that treats a subject with depth, or that treats the material with a serious tone. While a clear theme has emerged that fast-paced and short form videos are popular with

students, they also indicate a willingness to commit to viewing if the content and circumstances are conducive.

Students report that Screen content is most often used in subjects like **English**, **media**, **history** and **science**. They suggest it is less often used in class for **maths**, although a number of students also suggested they look up maths videos in their own time for clarification and to reinforce their learning.

> In history we watch a lot of documentaries on ClickView and YouTube and in science we watch reactions we couldn't do in class because of the danger involved.
> *Year 10 student, regional Queensland state high school*

Teaching with YouTube

Perhaps the most significant finding to emerge in the project to date is the extent to which YouTube has become the 'go to' screen content resource for teachers at all levels of schooling. **Almost every teacher we have spoken to uses YouTube in their classes on a regular basis**.

During school time teachers typically use YouTube rather than students as it is blocked to student access in most schools we have visited. Teachers cite the following reasons for YouTube's popularity:

- It is **vast and searchable** – there is almost always a relevant clip (if not always the best quality). YouTube seems to have become the default search engine for video for teachers because they can nearly always find a relevant clip to complement their classroom teaching.
- It is **current / timely** - teachers like that they can access very recent and relevant clips that they know will appeal to their students because of their currency.
- Clips are often **short form** - teachers are often able to find short 3-6 minute clips that will work well within the overall flow of a less, as a discussion starter, for demonstration purposes (eg science experiments) or to expand on a topic or idea.
- Teachers can find clips that have **production values** that appeal to students - clips are often fun and well-paced with youthful presenters.

> **Beth:** If I'm going to use video in the classroom it would more be like a YouTube clip that's linked to something that we're learning or linked to something that we're doing and I do that quite a bit.

MD: So what kinds of YouTube clips would you go looking for?

Beth: So with spelling, if there's a spelling song or a YouTube clip to do with the sound we're learning for the week, I'm more likely to use that as an introduction kind of thing. It's like a song that gets it into their heads quickly… another example would be in history we're talking about the 'olden days' and so I've gone onto YouTube and found old fashioned songs.

Exchange with Year 1 teacher, metropolitan state primary school, Brisbane.

The most compelling argument we have heard for YouTube's success in the classroom is simply that it gives teachers access to screen content that they have never previously been able to find for classroom use. Teachers mention the ability to find clips on almost any topic they are covering in class, whether it be a scientific experiment; an interview with a contemporary author or a recording of an author from the past reading their work; a clip of open heart surgery; or a humorous animation explaining a serious physics concept.

I have been teaching a long time now. But I can now rely on the wonders of being able to have five minutes of Virginia Wolfe reading her poetry – it's extraordinary to find these things on YouTube now. People here see YouTube as a huge resource – there's a great deal of academic discourse on YouTube and the kids are into it.

Head of English, ACT senior secondary school.

But then there are other ones where I would use it for a bit more fun. Still content related, but just to break it up a bit. It might be the periodic table with grade 9's. Daniel Radcliffe was filmed on one of the shows and he was singing *The Element Song*, which was like a rap. So the kids love that he went through all the elements on the periodic table.

Science teacher, outer-metropolitan state high school, Brisbane.

Teachers' primary complaint about YouTube is the time it can sometimes take to find a good quality clip from a trustworthy source. As previously noted, teachers often commit significant time to identifying appropriate clips, and this is especially true of YouTube, given the vast number of videos available on the site.

Opportunity

A theme emerging in the teacher interview data is that they would benefit greatly from trusted and experienced content producers and curators such as the ABC, SBS and ACTF having a YouTube presence to assist them to access high quality education material on YouTube.

There is an opportunity for ABC, SBS and ACTF to have a more significant YouTube presence, especially for educational content, to assist teachers to connect with high quality and trusted content.

Student YouTube access

A number of teachers in the interviews have complained about what they see as an excessive restrictiveness about student access to YouTube at school. We have interviewed several teachers who provide their students with YouTube access in direct contravention of their education authority's policies. **One teacher was willing to provide his students with his password so students could conduct research using YouTube.** Another teacher simply passed her laptop to students to allow them to look up clips. More than one teacher told us they turn a blind eye to students using their smartphones to access YouTube clips for learning in class. Several others explained that they provide students with YouTube URLs to look up videos for homework.

In one Brisbane metropolitan state primary school, we observed a year five student who was able to use YouTube, even though the site was purportedly not available to students in class. The student was undertaking a creative project and he wanted to find out how to complete part of the procedure, so he 'YouTubed' it. The teacher not only allowed the student to use YouTube, but he helped the student interpret the information in the clip.

All the teachers who provided their students will YouTube access argued in interviews that they believe it is an important educational resource and that it does not make sense to restrict students' use of it. Several of the teachers passionately defended their position, when presented with contradictory policies.

We have visited four schools where YouTube is available to students (three senior secondary colleges in the ACT and a Catholic secondary school in regional Victoria). Teachers in

these schools were adamant they had few, if any, problems with student misuse of YouTube.

From a pedagogical perspective, restricting YouTube access to teachers seems to promote an outdated teacher-centred approach to teaching and learning. In the schools we visited where YouTube is available to students, we observed students looking up clips to work out how to use software, finding answers to questions and viewing clips to understand concepts in history. That is, we saw student-centred learning with YouTube. We do not want to present this in a utopian fashion as we also saw some examples of students looking up music video clips and cat videos. We do want to suggest, though, that young people frequently use YouTube as a resource for accessing information and for developing knowledge at home, as we suggest in the following section. It is therefore problematic to restrict YouTube access to students in school.

Opportunity

There is an opportunity for YouTube to become a more legitimate resource for student use in classrooms and for teachers to be able to provide their students with tasks that require students to directly access YouTube in class. It is difficult to see justification for blocking YouTube, especially for older students who already access the service on a regular basis, and for whom YouTube has become their search engine of choice. As we demonstrate in the section below on 'Learning with YouTube', almost all students we have spoken to, especially those in secondary schools, regularly access YouTube for entertainment and for learning on a regular basis.

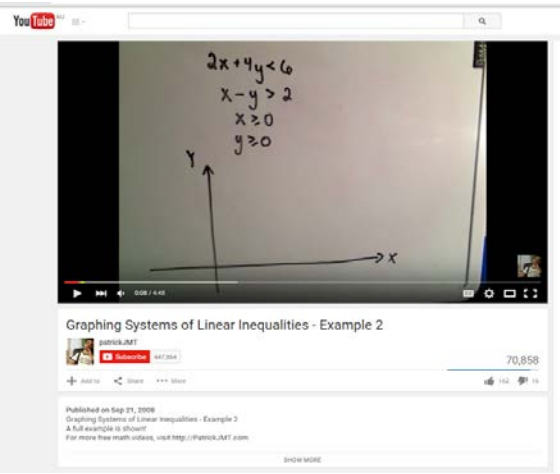
YouTube should be made available to students in class, particularly for students in the upper secondary school.

Teachers producing their own educational YouTube content

At least some teachers we have spoken to have produced their own YouTube content, or other videos, for use in the classroom.

Alternatively, they point their students to YouTube clips made by other teachers.

In one senior secondary college we visited in the



ACT, the teachers have implemented a **'flipped' classroom model** in Mathematics in which they provide their students with online materials to access at home, including videos, produced by the school's teaching staff. The teachers also point students to videos on YouTube covering the mathematics concepts for that week. The students then attend open class workshops where they can ask the teachers to help them solve problems. Once a week the teachers present a lecture, but otherwise, the teachers never stand at the front of the room to teach.

In a primary school in metropolitan Queensland, we were shown examples of courses one or two teachers have created for iTunesU, which include videos made by the teachers. These courses are accessed by students in several other schools.

A teacher well known in the Australian media education community creates educational materials for students of senior media studies and presents these in **Lesson Bucket** and via YouTube: www.youtube.com/user/ibrett78. This seems to be an alternative to moving into textbook writing for this teacher.

We see teacher production of video content as a logical extension of their role as expert curators of educational material. Just as teachers make their own worksheets, websites and PowerPoint presentations it is likely they will increasingly make their own video content, especially as more video lesson templates become available.

Learning with YouTube (student perspectives)

It is not an exaggeration to suggest that YouTube has the potential to significantly changed the way many children and young people develop new knowledge. In our focus groups, many students indicate they are regular YouTube viewers and have specific channels they visit on a weekly or daily basis and YouTube is changing children and young people's viewing patterns for both entertainment and education. Some focus group students suggest they still watch scheduled television programs as a family viewing activity, but many also indicate that they regularly watch YouTube for entertainment by themselves.

> **Annie:** I do have specific YouTube channels that I watch, most are British. Zoella, Jo Sugg, Niomi Smart, there's a long list. I don't watch TV at all.
> **MD**: Why these particular people of interest?
> **Annie**: I think because they are early 20s, we can kind of relate to them.
> **MD**: What is the content, what are they talking about?
> **Annie**: Mostly comedy videos, shopping and that sort of stuff.

MD: So how long do you spend watching that?
Annie: I probably spend an hour on a Monday, but on a daily basis about 10 minutes.
MD: Do you do this by yourself? Do you share on social media? Do you watch with friends?
Annie: Pretty much just by myself.

Exchange with year 10 student, outer-metropolitan state school, Queensland.

Many of the students also indicate that they regularly and independently use YouTube for learning, either to complement their classroom learning or to learn non-school related knowledge. In this section, we discuss student viewpoints on their teachers' integration of YouTube into the classroom, on their own use of YouTube to complement classroom learning and about their use of YouTube to learn non-school knowledge.

Learning in class with YouTube

Students report that YouTube clips **are the most commonly used screen content** in their classes. All student focus groups indicate their teachers regularly use YouTube in class and that they see YouTube clips either daily or a few times a week. In general, students react very positively to their teachers screening YouTube clips, so long as the clips are of a high standard and are enjoyable to watch. Students indicate that their teachers screen clips in class for a range of purposes; to reinforce a concept; to demonstrate something that they could not otherwise see or to make learning a bit more fun.

MD: What do you think has been the most successful piece of screen content you've seen?

Jason: Probably YouTube using *Mythbusters* to explain chemistry, as they explain what they are doing, which is to do with chemistry.

Exchange with Year 10 student, outer-metropolitan state school, Queensland.

YouTube videos with poor production standards are much less favourably received by students. They are particularly dubious about videos created by other students or teachers that are poorly shot, unedited and presented by someone with poor communication skills. Several students have explained that they do not

know why their teachers sometimes screen YouTube clips rather than teach the concepts themselves - given that the clips sometimes simply show a teacher standing at a board.

> An example was in French a couple of weeks ago, my teacher showed a video from a debate panel, it was from an iPhone, it was shaky, the audio wasn't the best. It was useful to what we were studying, but it was hard to pay attention when the quality wasn't there. Especially if you are used to good quality and nowadays, people are putting professional videos on YouTube, so if not up to the standard, we are less interested in watching.
> *Emily, Year 12 student, state senior college, ACT*

In general, poor quality video seems to detract from classroom learning for students, rather than enhancing it. Several students in focus groups have indicated that they do not feel they can trust videos that are poorly presented.

Complementing classroom learning with YouTube learning

A number of students in the focus group interviews indicate that they regularly seek out educators on YouTube explaining complex concepts that they have covered in class. That is, they use YouTube to supplement their class-based learning by looking up clips about curriculum concepts they do not fully understand.

> **MD** - My last question is whether you use screen content at home. Some kids use YouTube to teach themselves stuff. Do any of you do that at all?
>
> **Natasha** - I have a Japanese app at home with lessons and games.
>
> **MD** - So it's extra homework to compliment it?
>
> **Natasha** - Yes. I also watch educational videos. I search after class if I didn't understand so that I understand.
>
> *Exchange with year 6 students, independent school, regional Victoria*

At one Catholic school in Victoria, the students had full access to YouTube. The students also had their own laptops. The students said they frequently used YouTube to look up supplementary content / explanations while at school.

> Last year I was studying human biology, there would be concepts that you understand but you needed to get a better idea of what it's about and visual graphics really helps more than reading a large amount of text. YouTube videos explaining concepts, helps us understand.
>
> *Year 12 student, state senior college, ACT*

Personal learning with YouTube

One of the most interesting themes to emerge in the student focus groups is the extent to which young people seem to be using YouTube to learn new concepts as a form of interest driven learning.

> I used to be into watching YouTube for videos, but now I watch it mostly for learning stuff. It's great. I have cut my friends hair, and it was bad at first but now I'm ok at it. I wanted to learn how to hand stand, I learnt how to solve the rubiks cube from YouTube. It has allowed people to do so much more with their lives and learn how to do things.
>
> *Jake, Year 12 student, state senior college, ACT*

Specific examples from the focus groups of **young people using YouTube to teach themselves** include: how to play musical instruments such as guitar, ukulele and piano; hair and makeup; fashion and style; sports skills and drills; sound engineering; digital game play, for instance Minecraft; video post-production skills; software skills such as Photoshop; astronomy and other science concepts; and popular history. These are examples of students learning for fun, curiosity and passion rather than for school recognition through grades.

The box below records an exchange with a year 12 student who has a passion for learning scientific concepts, but does not want to learn them in school because she believes it would no longer be fun due to the pressure to perform on assessment tasks. She uses YouTube to complement her independent learning about cosmology. YouTube is an important resource for Franny that is accessible, immediate and entertaining.

MD: Ok, my last question is about you guys learning other stuff that is not school related. Do you go to YouTube to teach yourself stuff?

Franny: Last night I tried to teach myself the theory of relativity, I am interested in astronomy. I have a book on cosmology and a section on the theory of relativity and I went to YouTube and watched 3 simple videos to help me understand, this was purely for interest.

MD: Fantastic, so, why aren't you doing science then?

Franny: I did human bio, but I've been interested in doing subjects that I want to make a career out of relating to media. Learning about things you are interested about is enjoyable. I would get tired of physics if I had to write essays about it or practical assignments, but learning about it in your own time at your own pace, with content you have chosen helps.

Exchange with year 12 student, state senior college, ACT

Opportunity: recognising children and young people's informal learning via YouTube

Children and young people's use of YouTube to learn represents a significant change in the way individuals can connect to new knowledge. The literacies related to learning via video as an everyday practice are a significant challenge to print-centric literacy and access to knowledge.

There is an opportunity for educators and broadcasters to recognise that children and young people are turning to YouTube as an everyday learning practice that includes and goes beyond official curriculum requirements.

The ABC, SBS and ACTF and Australian Screen Content

When asked about the Australian screen content they use in class on a regular basis teachers mostly point to what we have previously described as 'signature content' or 'favourite content'. It seems to matter less to teachers if 'teachable moment' or 'in the moment' screen content is Australian or not.

A number of Australian feature films are repeatedly mentioned by teachers, including: *Rabbit Proof Fence*, *Australian Rules*, *Red Dog* and Baz Luhrmann's *Australia*. Many teachers also indicate that they

regularly use SBS's Go *Back to Where you Came From* (2011 - 2015) and the series *First Australians* (2008). Australian screen content aligned to literature is also mentioned by teachers, such as Lockie Leonard, based on the novels by Tim Winton, screened on the Nine Network and *My Place* (2010), based on the book by Nadia Wheatley and produced by the ACTF and screened on the ABC.

Frequently mentioned 'favourite content' includes ABC television series such as *The Gruen Transfer* (2008 - present), *Q&A* (2008 - present), *The New Inventors* (2004 - 2011), *Media Watch* (1989 - present) and *Australian Story* (1996 - present). A regularly mentioned favourite SBS program is *Insight* (1995 - present). The ACTF produced *Noah and Saskia* (2005) also remains popular. Teachers also mention commercial network content such as Channel Ten's *Shark Tank* (2015).

A significant theme emerging from the interviews is that **teachers regularly mention that they can trust ABC, SBS and ACTF - produced content** to be of a high standard and appropriate for the classroom.

> I do like the SBS stuff, some of the cultural stuff as a lot of kids lack the cultural backgrounds of even Australian content, but content in general and a lot of the documentaries from SBS and ABC in particular tend to fill in those gaps for kids.
> *Head of Teaching and Learning, large state high school, Queensland*

A significant comment made by teachers about ABC, SBS and ACTF content is that because it is often not made specifically for education, they spend a significant amount of time curating the content to make it appropriate for classroom use. For instance, they may only want to screen a small excerpt from a program and it is time consuming to pull a small section out. Some teachers have indicated they achieve this through the latest version of the ClickView service, which enables teachers to create a 'clip' from a longer program.

Many teachers have suggested, though, that it would advantageous for longer form programs to be curated by ABC and SBS to make them more user friendly for teaching.

Australian content often seems to be located within Units of work on Australian Culture / identity or within units on social justice. Almost all teachers indicate that they think it is important to include Australian content and most say they should use more Australian content, but various factors preclude this from occurring, including time and curriculum alignment.

Student perspectives on Australian Screen Content

When asked about Australian screen content in their classes, most students struggle to remember specific titles they have watched in class. In some of the focus groups students have mentioned 'signature content' examples such as *Rabbit Proof Fence* and *Red Dog*.

Classroom pedagogy observations

In the majority of schools we have visited to date, a relatively traditional teacher-centred pedagogical approach seems to be the norm, despite access to new technologies and the ability to screen content in new ways.

Our observations have been reinforced through the teacher interviews and student focus groups where the pattern of a classroom use of screen content is seems quite traditional.

The **pedagogic pattern** typically involves the teacher standing at the front of the room as the focus of attention and students sit at individual desks, or sometimes in clusters of desks in groups. The teacher presents screen content as part of the flow of the lesson, which often involves the students responding to the teacher and screen content by raising their hand to ask or answer a question; through completing a worksheet; through undertaking small group discussion and then reporting back to the whole class; or through silently writing a response in their books.

Students are typically asked to view screen content in silence as a whole class although sometimes the teacher speaks over the top of the clip to reinforce a point or to draw the students' attention to a particular aspect of the video. Often, teachers prepare the students to view a clip by asking them to pay attention to particular aspect as they view it.

The main **pedagogical innovation** with the availability of new technologies seems to be the incorporation of more frequent short clips into the flow of lessons and teachers' expert knowledge in incorporating clips into the overall curatorial project of developing meaningful learning experiences for students.

A less frequent pedagogical innovation we have seen in classrooms and that has been reported in the interviews is **students making their own screen content** in the classroom. In most cases, when we have asked student focus groups about media production across the curriculum (non-media studies areas) the students have indicated that at some stage they have been asked to make a short video for an assignment or class task.

Opportunities for pedagogical innovation with screen content

There is a need for further pedagogical innovation in classrooms because educational research shows that over-reliance on traditional, teacher-centred pedagogies and overly 'scripted' teaching fails to meet the learning needs of many students. While it is important that teachers undertake direct instruction as a fundamental part of teaching practice, it is also important that students have 'rich task' opportunities to engage with content through problem solving and through independently making connections to broader sets of knowledge (Luke, Woods and Weir, 2013)[1].

There is an opportunity for greater pedagogical innovation with the use of screen content in the classroom along four lines:

- **De-centering screen content**: Screen content can be accessed by students in a range of ways other than through whole class viewing. Indeed, children and young people increasingly view content on personal devices rather than through shared screen viewing. De-centering screen content potentially changes the relationship between students and content and provides opportunities for responding to the content in different kinds of ways.
- **Student screen content production**: Students in some schools are making screen content across the curriculum and at all year levels, allowing them to produce new knowledge in multimodal form.
- **Teacher screen content production:** There is an opportunity for teachers to be more creative with how they present students with information, including through making their own screen content and subsequently allowing students to interact with it personally or in small groups.
- **Authentic bridging materials**: There is an opportunity for producers and intermediaries to provide teachers and student with access to materials, including online experiences that add value to screen content by involving students in authentic experiences.

Where to next: Phase Three Case Studies

The next phase of the schools fieldwork for this project seeks to undertake case studies of the implementation of specific examples of Australian Screen Content in the classroom and/or the

[1] Luke, A. Woods. A, and Weir, K. (2014). Curriculum, Syllabus Design and Equity: A Primer. New York: Routledge.

identification of innovative pedagogic practice with screen content. To date, the following case studies have been identified:

ABC Splash - An in-depth analysis of the ABC Splash website and the use of ABC Splash in a specific school.

My:24 **app (ACTF)** - Working with teachers through professional development and then exploring the use of the My:24 episodes and creative App at the classroom level.

Go Back to Where You Came From **and** ***First Contact*** **(SBS)** - These programs will be the focus of Prue Miles' PhD Case Study work.

Behind the News (ABC) - An in-depth analysis of the use of BTN at the classroom level.

Rise of the Eco Warriors **(Virgo Productions)** - An in-depth analysis of the independently produced documentary, from the producer perspective.

Screen content use in a tablet device school - An in-depth analysis of how screen content is used in a school in which tablet devices have been introduced in a systematic way. The focus will be on how pedagogy changes when students have access to individual devices for accessing screen content and making their own screen content.

YouTube - learning across home and school - In-depth interviews with student focus groups in different schools and in different year levels about how they learn with YouTube.