

Digital Producers

State in maturity model:

Enrich

Core purpose:

Using digital media to create “broadcasts” of curricular work: presentations, classroom discussions and other school activities are captured and recorded through various means, they are then edited and uploaded to the web or to the VLE.

Trend/s:

- Ability to capture the moment. Focus on new literacies for a new media age. Modern devices are “mobile media production studios”
- Young people are always connected and make heavy use of digital media, this is posing challenges to teachers and education systems
- The challenges of supporting SMT subjects in the classroom

Innovative feature:

The materials being used on a large scale, in this case in over 1000 classrooms

Narrative overview:

Mrs Clay and Mr Hague are science teachers. They have heard about the iTEC 'Broadcasting STEM Learning' initiative and competition (the initiative is a new idea, yet to be established). They think this is a way of deepening their students' subject knowledge through **using technology tools and resources** in digital production. Through this initiative the iTEC project aims to engage pupils from 1000 classrooms across Europe in producing podcasts or short movies/animations about an aspect of the STEM curriculum. These learning broadcasts will be collated on the iTEC platform and tagged (for age group and subject etc), eventually providing a multi-lingual, searchable database of STEM learning broadcasts for students around the world offering **a variety of routes to** use for learning and revision purposes. Students and teachers can comment on and rate the uploaded broadcasts according to a set of criteria which are defined by students with the help of their teachers at the start of the initiative and reviewed at the stage of each round of the competition. The creators of the highest rated broadcasts in each age group will be showcased on the iTEC website.

Mrs Clay and Mr Hague want to involve their students in making broadcasts about their current topics in science as they know that in order to make a learning broadcast for others, the students will need to have a deep conceptual understanding of the material themselves. At the start of their new topics of learning, the teachers make the students aware that they

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will be making broadcasts aimed at their peers (and themselves for exam revision purposes later in the year). In groups, students will choose the area of the curriculum they wish to cover, research the subject and decide whether to make a choice of making a podcast or a short film/animation. For this reason, the teachers use both podcasts and videos during their teaching – to inspire the students – and ask the students to discuss the potential of each method of communication, thus developing their digital media literacy at the same time as their science understanding. Students work with their teachers to develop criteria/rubrics through which to peer-assess the outputs and feed these through to the 'Broadcasting STEM Learning' initiative organisers to help develop selection criteria..

Whilst teachers ensuring that the students have a secure understanding of the area of science they have chosen, they support their students to plan the content of their broadcasts – possibly drawing on the expertise of media studies staff and students – including what key content to include and considering how to communicate it to their audience. Students create their broadcasts using cameras/digital recorders, free web-based software and a variety of ***differentiated source material*** for use by students with different levels of understanding.

Once the broadcasts have been created students watch/listen to each other's broadcasts and provide feedback to each other using the same criteria/rubrics provided by the 'iTEC Broadcasting STEM Learning' initiative. The teachers also provide feedback on accuracy of content. The students address the feedback and are then submitted to the 'iTEC Broadcasting STEM Learning' competition as well as being uploaded to the school website/VLE as a means of sharing with the wider school community and parents/carers. Students also spend some time, with their teachers, rating other broadcasts uploaded to the 'iTEC Broadcasting STEM Learning' initiative as part of the competition. Throughout the year the teachers and students refer to the database of learning broadcasts and use the films and podcasts available to support learning discussions in class and revision.

If these trends continue, in five years we might see the following changes in:

Use the following boxes as guidance. Not all of the categories might apply or there might not be enough time to consider them all – focus on the aspects of the trends or the categories that you, as a group, think are more relevant or interesting. Add further categories if felt relevant.

The role of teachers

Teachers will continue to provide guidance and instruction in relation to subject knowledge, but their role will also involve the facilitation of activities in which students may be the experts. Teachers' authority may be challenged and teachers will need to be flexible and open minded.

Teachers' professional development

Keeping abreast of developments in subject knowledge and pedagogy will still be important, but teachers will also be able to support students in digital media production. A basic understanding of tools and practices will be important, but more important will be the ability to devolve responsibilities to students (see "the role of teachers"). Teachers will know how to recognise and reward student expertise, but they will still be able to control and coordinate what happens in the classroom, ensuring that curricular requirements are always accounted for.

The role of students

Students will become self-directed learners and develop collaboration skills through peer activities. The integration of formal education and informal practices of digital media production will cause changes in the expectations surrounding students. While they will still be expected to act as "students" and to develop subject knowledge, other roles and skills will be just as important - for instance, digital production skills and the ability to take different roles in production (i.e. performer, scriptwriter, director, camera person) and assessment criteria.

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Skills

A number of skills that used to be informal will be recognised also at school. The need to teach and support “digital media literacy” will be just as important as teaching science or mathematics.

School management

Technology

Technology will allow schools to easily and safely connect with other schools involved in similar activities and projects. This will be an important development which will provide students with audiences of other students and teachers to whom they can show off their media productions and achievements. Schools will not compete with traditional platforms like YouTube, but will complement them by fulfilling their traditional mission of educating and teaching. For instance, it will be possible to involve **up to 1000 classrooms** around Europe in sharing and peer-assessing digital media outputs (e.g. short movies and animations) based on important subjects like MST (Mathematics, Science and Technology).

Technology will allow schools in different countries to collate and tag (for age group and subject etc) the student outputs, eventually providing a multi-lingual, searchable database of MST learning broadcasts for students around Europe, to use for learning and revision purposes.

Parents & Carers

Assessment

Students will take a greater role in developing criteria for assessment and peer-assessment will be required

Accreditation

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School subjects and curriculum

Digital media are used to create “broadcasts” of curricular work: presentations, classroom discussions and other school activities are captured and recorded through various means; they are then edited and uploaded to the web or to the VLE.

Where and when (physical spaces and times in the school and beyond)

Reallocate some of the technology kit across the school, thus ensuring that each classroom has access to media production materials at all times as well as having a dedicated resource that teachers could book

Future employers

Budget

The Local Community