



University of Glasgow | Faculty of
Education

The University of Glasgow, charity number SC004401

Evaluation of Moving Image Education

in Angus (Phase 2)

FINAL REPORT

**Professor J. Eric Wilkinson
Dr. George Head
Mr. Fraser McConnell**

August 2010

CONTENTS

Acknowledgements

Executive Summary

1. Introduction
 - 1.1 Context
 - 1.2 Key Issues

2. The Evaluation Design and Methodology
 - 2.1 Purpose and Aims of the Evaluation
 - 2.2 Methodology
 - 2.3 Research Questions
 - 2.4 Work Plan and Timetable
 - 2.5 The School Clusters

3. Findings
 - 3.1 Findings from the case-study schools in the Arbroath cluster (2008-2010)
 - 3.2 Findings from the case-study schools in the Montrose cluster (2008-2010)
 - 3.3 Findings from other schools in both the Arbroath and Montrose clusters (2009)
 - 3.4 Response of Education Development Service (EDS) staff
 - 3.5 Response of other Council Staff

4. Discussion

5. Conclusions

6. Final Observations

References

Acknowledgements

The evaluation team wishes to place on record its appreciation of the co-operation of the teachers, headteachers, pupils, EDS staff and other Council staff in Angus in the undertaking of the evaluation of Phase 2 of MIE in Angus.

All those involved willingly provided us with their views and reactions to participating in MIE.

Our appreciation is also due to Scott Donaldson at Scottish Screen and Jim Anderson, Director of Education in Angus Council, for financially supporting our work.

Professor J.E. Wilkinson
Dr. George Head
Mr Fraser McConnell

August 2010

Introduction

In March 2008, Scottish Screen commissioned Professor J. Eric Wilkinson and Dr George Head of the then Faculty of Education in the University of Glasgow to undertake a formal evaluation of the roll-out (subsequently referred to as MIE Phase 2) of Moving Image Education in Angus.

Scottish Screen originally identified the purposes of the evaluation of MIE Phase 2 as being:

- to identify the particular contributions that moving image education can make to learning, especially its contribution to the four 'capacities' outlined in *A Curriculum for Excellence*;
- to inform, improve and contribute to the development of moving image education through robust scrutiny;
- to assess the overall impact of moving image education developments on teachers and pupils and 'test' the replication of the earlier findings in this respect from the Brechin project;
- to identify what impact, if any, MIE has on pupil attitudes, motivation, self-esteem and achievement;
- to begin to identify *distinctive and particular* learning outcomes of moving image education;
- to examine pedagogic practices and models, and the wider management context and development support; and to correlate these contextual features with outcomes;
- to evaluate whether experiences from the pilot project in Brechin have transferred to and influenced the model of teacher education and support as a development model;
- to identify aspects of the management arrangements that affect the progress of the expansion of MIE in Angus
- to gauge the 'value' of the projects against the required 'development effort' and to explore implications for sustainability.

Following a consideration of the purposes, the following research questions were addressed:

- what are teachers' understandings concerning the purpose of MIE?
- how do teachers respond to the input from lead practitioners?
- how has MIE impacted on teachers' and students' involvement with, appreciation of and enjoyment of film and other media in school and in their everyday lives?
- to what extent have teachers participating in the project developed a new relationship with learners?
- have participating teachers changed their teaching strategies in response to their involvement in the programme? If so, to what extent?

- how have the pupils responded to any such changes?
- how has MIE impacted on critical connectedness with the world for teachers and their students?
- how has MIE impacted on teachers' and their students' critical connectedness with current ideas and issues in school and in their everyday lives?
- □how have the schools' management teams and Angus Council personnel responded to the challenge of the MIE initiative? Has learning been transferred from the Brechin experience?

Methodology

Within each cluster, three schools were chosen for the focus of the evaluation. These consisted of the secondary and two primary schools in each cluster. The primary schools were chosen in order to represent the social and educational profile of each cluster. Two tranches of interviews, observations and focus groups were conducted in these schools. The remaining schools in each cluster were evaluated through a survey by questionnaire of teachers and headteachers in November 2009.

Findings

What are teachers' understandings concerning the purpose of MIE?

In the 2008 round of research, teachers' conceptions of the nature and purpose of MIE was somewhat mixed. Whilst in both clusters there was an understanding that there was some connection with literacy, there was also a perception that it had a value as a teaching tool more generally. By 2009, both these aspects were understood and appreciated more clearly with MIE being seen as essentially a process, effective over a range of subjects and having a particular impact on literacy, including both new and traditional conceptions of literacy.

How do teachers respond to the input from lead practitioners?

A particularly significant feature of Phase 2 as a model for change was teachers' extremely high praise for and appreciation of the level and quality of support from EDS. It was at this level that the lessons learned from Phase 1 were understood in practical terms and implemented in the CPD, training and support offered to teachers. In primary and secondary schools in both clusters, teachers and school managers expressed their appreciation of the quality and effectiveness of EDS input and support. Training days, CPD and individual members of EDS were given particular mention.

How has MIE impacted on teachers' and students' involvement with, appreciation of and enjoyment of film and other media in school and in their everyday lives?

There is evidence that some pupils and teachers have come to consider film and media in a more critical way. Whilst these participants reported considering such matters as type and duration of shots, the relationship between sound and image, and the director's intention, the majority of pupils and teachers reported that they continued to view only or mostly for pleasure.

To what extent have teachers participating in the project developed a new relationship with learners?

The majority of teachers reported an improvement in relationships between themselves and pupils and among pupils. Much of the improvement was attributed to the levels of engagement of pupils with MIE, in particular those pupils who might otherwise be described as disruptive, disengaged or disaffected.

None of the teachers made direct reference to a change in role from teacher to learner but this is implicit in their answers to the impact of MIE on pupils.

Have participating teachers changed their teaching strategies in response to their involvement in the programme? If so, to what extent?

The overwhelming majority of teachers reported that MIE had an impact on how they taught. For some, this was an extension and affirmation of their experiences with other initiatives such as collaborative and active learning. Others made particular reference to MIE as representing a shift in pedagogy towards more learner directed learning, with a subsequent positive impact on the role of the teacher and classroom relationships, generally. This was seen to be effective over a range of subject areas in both secondary and primary schools and one consequence of working with MIE has been to encourage teachers to think about pedagogy.

How have the pupils responded to any such changes?

Data from interviews with teachers and focus groups with pupils indicate that there has been a warm and positive response from pupils to any shift in pedagogy that has been attributed to MIE, either directly or in combination with other initiatives.

How has MIE impacted on critical connectedness with the world for teachers and their students?

There is little explicit evidence that MIE has impacted on teachers' and pupils' general critical connectedness at this stage.

How have the schools' management teams and Angus Council personnel responded to the challenge of the MIE initiative? Has learning been transferred from the Brechin experience?

Angus Council responded to experience of Phase 1 by thorough preparation for the second phase. Learning from the Brechin experience was embedded in planning by EDS and school heads and managers. Crucially, the initiative was championed by the Director of Education who made his support explicit to headteachers.

Conclusions

Impact

Evidence from the data gathered indicates that MIE has had a considerable, positive impact on pupils and the majority of teachers. For pupils, this has largely been in enhancement of engagement with learning, working with others and taking both individual and collective responsibility for learning. Overall, this has led to better relationships among pupils and between pupils and teachers, leading to an enhanced learning atmosphere in MIE classrooms.

For teachers, the enhanced learning environment has been a welcome outcome of the initiative and has offered many the opportunity to think about pedagogy in terms of how they teach currently and the implications for teaching within the context of the new curriculum as it develops in coming years.

Moving Image Education and Curriculum for Excellence

One of the most pleasing aspects of MIE for teachers and headteachers was the ease with which it articulated with Curriculum for Excellence. Indeed, several comments indicated that MIE had enhanced teachers' understanding of the nature and benefits of the new curriculum. Similarly, there was a clear view among teachers that engagement with MIE met the requirements of each of the four capacities of Curriculum for Excellence.

Teachers were also encouraged by the way in which MIE related to other pedagogical initiatives such as collaborative and active learning and Assessment for Learning.

More significantly, however, was the recognition among teachers that MIE is conceived as a process of learning and not simply another subject or topic to be learned. This is of particular importance in understanding the relationship between MIE and the new curriculum. The early documentation on Curriculum for Excellence can be understood as introducing a process curriculum (as distinct from mastery and content curricula that had been the current and previous models). It may well be the case, therefore, that the underlying principle of process helps to explain teachers' appreciation of the close relationship between MIE and Curriculum for Excellence.

The distinctive outcomes of MIE

The distinctive outcomes of MIE as far as they can be gleaned from the evidence in this research, relate to what might be called 'audio-visual literacy'. Audio-visual literacy can be understood to be an extension of both traditional literacy (reading, writing, talking and listening) and media literacy (the understanding of media texts more generally).

The combination of moving visual image and sound offers students opportunities for a breadth and depth of analytical and creative activities (if, indeed, they can be so separated) and it is the reading, discussing and making of these combinations that

appear to be reflected in comments from both teachers and pupils on the distinctive benefits and outcomes of MIE.

Phase 2 as a model for future initiatives.

There is no doubt that over the period of the project, Phase 2 has proven to provide a very effective model for dealing with initiatives. In practical terms, the impact on teachers has been such that many now feel that there is no need for further support from EDS. In addition, it would appear that there now exists a critical mass of suitably trained and experienced teachers within the Phase 2 schools to support new teachers to MIE and possibly teachers within any further developments that Angus Council has planned.

There were a number of key factors that contributed to the effectiveness of Phase 2, namely:

- the Director of Education's role as champion of MIE;
- the subsequent impact of the Director's role on school managers and in maintaining MIE as a priority;
- the thoroughness in planning in preparation for and throughout the initiative (including experience from Phase 1), especially within EDS;
- the quality of support available from EDS;
- the creation of a critical mass of teachers very supportive of MIE.

1. INTRODUCTION

1.1 Context

In March 2008, Scottish Screen commissioned Professor J. Eric Wilkinson and Dr. George Head of the Faculty of Education in the University of Glasgow to undertake a formal evaluation of the roll-out (henceforth referred to as MIE Phase 2) of Moving Image Education in Angus.

MIE was first introduced in the Brechin cluster of schools in 2004. A formal evaluation of the work in Brechin (also undertaken by Professor Wilkinson and Dr. Head) was commissioned by the then Scottish Executive under its Future Learning and Teaching Programme (FlaT). The Final Report on this evaluation was submitted to the Scottish Government in 2009 and is now in the public domain¹.

On the basis of findings in the Interim Evaluation Report for the Brechin Project, Angus Council decided to engage other schools in MIE activities. A further two clusters of schools were selected for MIE Phase 2. These clusters were based on Arbroath Academy and Montrose Academy. The evaluators began data collection in the early summer of 2008. Initial contact was made with all the schools involved in the two Phase 2 clusters. Three schools in each cluster were subsequently selected for regular on-going involvement in the evaluation, the selection being largely based on the progress that had been achieved in each school to date. The other schools in each cluster agreed to participate in the evaluation but at a 'lighter level'.

During the early stages of the Phase 2 programme and the latter stages of Phase 1, Angus Digital Media Centre (ADMC) became financially vulnerable and threatened with closure, presenting a difficult challenge to MIE developments, since they were resourced and managed from ADMC.

Additionally, the services of Angus Education Development Services (EDS) were reorganised; and Phase 2 also required that IT needs for schools joining the programme in Phase 2 be addressed.

In order to address these issues, and meet schools' needs for development, support and resources, the authority:

- re-located MIE developments into EDS, making it a core responsibility of the service;
- created a staff tutor post within EDS, part-funded by Scottish Screen, to provide support and training to both new clusters in Phase 2 and the Phase 1 cluster;
- judged that schools should not be expected to provide for additional hardware and software from their existing budgets;
- considered that the replacement of equipment, taking place anyway as part of the authority-wide 'refresh' cycle, was adequate to meet the needs of the Phase 2 schools.

¹ <http://www.flatprojects.org.uk/evaluations/evaluationreports/index.asp>

A Progress Report on the work undertaken in the evaluation of Phase 2 was submitted to Scottish Screen in January 2009 and an Interim Report on the findings at the end of the first year was submitted in March 2009.

1.2 Key Issues

Key issues for MIE Phase 2 include those that have emerged as a result of experience of the original project in Brechin. The Brechin project has a clear focus on developing children's literacy. A direct consequence of the pilot project, however, is the realisation that MIE has a value and impact beyond the original focus. Of major significance is the opportunity that MIE presents for the development of pedagogy: for challenging teachers' traditional views of themselves and how they teach and the relationships they develop with their young learners. Moreover, in addition to benefits for traditional forms of literacy (talking, listening, reading and writing) media literacy has become recognised within definitions of text and literacy in *Curriculum for Excellence* as an essential part of young people's development.

The traditional view of literacy as competence in reading, writing, talking and listening focused on print-based material is no longer tenable in the 21st century (Lankshear and Knobel, 2003). With globalisation, the world is becoming increasingly interconnected, with simultaneous pressures towards, paradoxically, both uniformity and diversity. One of the major factors in the diversification of cultures (and youth culture in particular) is the rate at which cultural objects and ideas are transmitted throughout the world. Consequently, images and ideas received from the media play an important role in how people construct their identities and cultures. However, in communities that are cut off from the technologies that can disseminate information and ideas widely, there appears to be much less diversity. One of the effects of Moving Image Education, therefore, is likely to be greater critical connectedness with the world and current ideas and issues for the teachers involved and the pupils with whom they work. With the emergence of a series of new ICT technologies, contemporary culture has introduced a range of new 'texts' and ways of communicating into our lives. Such 'texts' are no longer simply the written technology of books, magazines and newspapers, but may also be aural and visual technologies such as film, video, TV, internet, advertising, mass media, all of which contribute to the production of our culture(s). In our contemporary world, young people and their teachers need the knowledge and skills to 'read' critically the multiple cultural texts to which they are exposed. Giroux (1997) suggests that:

students need to learn to live in a substantive democracy, read critically in various spheres of culture, engage those critical traditions of the past that continue to shape how we think about the present and future, and engage multiple texts for the wisdom they provide and the maps they offer us to live in a world that is more multicultural, diverse, and democratic.

<http://www.zmag.org/zmag/articles/Girouxsept97.htm>

MIE as it has been constructed by Scottish Screen and realised within the Brechin project, presents opportunities for teachers to reflect on and reassess their interactions with young people. In a more 'traditional' context of media education within the

English curriculum, Hart and Hicks (2002) found that analysis tended to involve teacher-led discussion and that the outcome of media education still tended to be written work rather than a visual image. The concept of media literacy, its relationship to other literacies and various parts of the school curriculum and consequently how it is taught, has been contested, however. For example, Burn and Durran (2007) question the appropriateness of the 'literacy metaphor' and argue that the effective teaching of 'media' is mediated through a semiotic process that is cultural, critical and creative in its formation. MIE, as realised in Scottish Screen's initiatives, entails each of these aspects. Rogow (2005) suggests three questions that would allow teachers to assess whether or not they were engaging with the opportunities presented by MIE or remaining within their teaching 'comfort zone' controlling what is learned, by whom and how. Her questions are:

- *Am I trying to tell students what the message is, or am I giving students the skills to determine what they think the messages might be?*
- *Have I let students know that I am open to accepting their interpretation, as long as it is substantiated, or have I conveyed the message that my interpretation is the only correct view?*
- *At the end of this lesson, are students likely to be more analytical or more cynical?*
(Rogow 2005: 285)

Adopting the teaching approaches that previous evaluations of MIE highlight as occurring naturally within the context of MIE allows teachers to respond positively to each of these questions. Those features of MIE that indicate that there are no right or wrong answers, that pupils work with each other effectively and that they learn through experience rather than instruction, lend themselves to explanation and understanding through theories of learning based on metacognition, communities of practice and activity theory.

MIE, therefore, differs from media education in that in a naturally occurring, un-contrived manner teachers and pupils experience learning together that is often truly pupil-led, in which it is not necessary for the teacher to 'know more' than the pupil (so that the teacher learns along with pupils) and in which learning outcomes, as opposed to performance outcomes (Dweck, 2000), emerge rather than being predetermined. Previous research (Head *et al.* 2007) indicates that such a pedagogical approach is more likely to encourage all pupils to participate, thereby achieving the Scottish Government's aim that all young people should be included, engaged and involved (Scottish Government, 2007).

2. THE EVALUATION DESIGN AND METHODOLOGY

2.1 Purpose and aims of the evaluation

Scottish Screen originally identified the purposes of the evaluation of MIE Phase 2 as being:

- to identify the particular contributions that moving image education can make to learning, especially its contribution to the four 'capacities' outlined in *A Curriculum for Excellence*;
- to inform, improve and contribute to the development of moving image education through robust scrutiny;

Based on the above, the aims of the evaluation were:

- to assess the overall impact of moving image education developments on teachers and pupils and 'test' the replication of the earlier findings in this respect from the Brechin project;
- to identify what impact, if any, MIE has on pupil attitudes, motivation, self-esteem and achievement;
- to begin to identify *distinctive and particular* learning outcomes of moving image education;
- to examine pedagogic practices and models, and the wider management context and development support; and to correlate these contextual features with outcomes;
- to evaluate whether experiences from the pilot project in Brechin have transferred to and influenced the model of teacher education and support as a development model;
- to identify aspects of the management arrangements that affect the progress of the expansion of MIE in Angus
- to gauge the 'value' of the projects against the required 'development effort' and to explore implications for sustainability.

2.2 Methodology

The literature reviews by Buckingham (2004) and Livingstone *et al.* (2004) suggest that longitudinal studies are required for proper evaluation of the impact of media literacy initiatives and this has been taken into account in developing the methodology for the evaluation of MIE Phase 2. Furthermore, both these reviews of the research literature suggest that rigorous research needs to move on from a simple account of how media literacy is being taught in schools towards a more thorough analysis of the impact of media education on students' viewing and reading of media in their daily lives and again this suggestion has been taken into account. As Livingstone *et al.* point out:

Researching media literacy faces some serious challenges. Media literacy is concerned with people's generally implicit, yet complex and subtle understanding of the media, and these are difficult to ask about directly. It

may be concerned with things they cannot do or have not seen the importance of ...

(Livingstone *et al.*, 2004, p56)

Consequently, both Buckingham and Livingstone *et al.* question the efficacy of questionnaires and multiple-choice instruments in gathering the qualitative data necessary to meet the challenges just described. The preferred method indicated by both reviews is a qualitative approach with the use of interview and focus groups methodologies. Within local authorities, however, the logistics of timetabled teaching can often present difficulties for teachers to gather together in one place in order to form focus groups. The evaluation team, therefore, have taken into account the challenges articulated by Buckingham and Livingstone *et al.* when constructing observation and interview schedules for teachers. Focus groups remain the preferred means of involving pupils and their parents in the evaluation.

2.3 Research Questions

Following a consideration of the issues highlighted in the Introduction, the following research questions were addressed:

- what are teachers' understandings concerning the purpose of MIE?
- how do teachers respond to the input from lead practitioners?
- how has MIE impacted on teachers' and students' involvement with, appreciation of and enjoyment of film and other media in school and in their everyday lives?
- to what extent have teachers participating in the project developed a new relationship with the learners?
- have participating teachers changed their teaching strategies in response to their involvement in the programme? If so, to what extent?
- how have the pupils responded to any such changes?
- how has MIE impacted on critical connectedness with the world for teachers and their students?
- how has MIE impacted on teachers' and their students' critical connectedness with current ideas and issues in school and in their everyday lives?
- how have the schools' management teams and Angus Council personnel responded to the challenge of the MIE initiative? Has learning been transferred from the Brechin experience?

2.4 Work Plan and Timetable

The evaluation was undertaken in four stages over the academic years 2008 – 2010 as shown below.

Stage 1 (March 2008 – June 2008)

- Detailed planning of the research in conjunction with Scottish Screen (and Angus Council, if appropriate) including submission of research instruments to Scottish Screen for approval
- Initial contact with local authorities in order to arrange for access to schools, key personnel in Education Development Service (EDS) and to arrange collection of quantitative data
- Initial contact with schools and Staff in EDS
- Identification and refinement of focus group themes for pupils
- Development of interview schedule for teachers
- Conduct questionnaire survey of teacher participants in schools involved in the expansion
- Observation, as appropriate, of lead practitioner input with schools involved in the initiatives

Stage 2 (August 2008 – December 2008)

- Observation, as appropriate, of schools involved in the initiatives
- Refinement of focus group themes for pupils involved in the initiatives
- Conduct of initial focus groups with pupils

Stage 3 (January 2009 – June 2009)

- Observation, as appropriate, of schools involved in the initiative
- Conduct of interviews with Angus Council personnel
- Conduct of focus groups or interviews with parents
- Conduct of second focus groups with pupils
- Conduct second interviews with teachers

Stage 4 (August 2009 – February 2010)

- Conduct ‘mop-up’ interviews, focus groups and observations as necessary
- Collate and refine analyses of data from stages 1-3
- Collect quantitative data as appropriate
- Prepare draft report for Scottish Screen
- Write final report based on all findings
- Submit Final Report to Scottish Screen

The School Clusters

Two clusters of schools were selected by the Director of Education for Angus Council for participation in the first phase of the roll-out of MIE across all Angus primary and secondary schools. The two clusters were based on Montrose Academy and Arbroath Academy. The selection was based on the degree of initial interest shown in these two clusters to MIE. In the Arbroath Academy cluster there are six schools while in the Montrose Academy cluster there are seven schools (see Table 1).

The size and location of the schools in each cluster vary considerably. Table 1 shows the number of pupil and teacher FTEs for each school as at September 2008. Two of the primary schools had rolls of less than 100 and grouped their pupils in composite classes.

Table 1 : Schools in Montrose and Arbroath Academy clusters

No. of pupils	Schools	School roll	Teacher FTE	
				P7
Arbroath cluster:	Arbroath Academy	608	61.0	N/A
	Frockheim	155	9.8	15
	Hayshead	386	23.6	28
	Inverkeilor	64	4.8	24 *
	St. Thomas	117	8.9	23 **
	Warddykes	275	20.2	26
Montrose cluster:	Montrose Academy	913	79.6	N/A
	Borrowfield	213	12.5	24 **
	Ferryden	122	7.8	25 **
	Lochside	381	24.1	57
	Rosemount	174	12.1	21
	Southesk	178	12.9	51 **
	St. Margaret's	46	3.3	22 ***

* P6/P7

** P5/P6/P7

*** P4/P5/P6/P7

3. FINDINGS

3.1 Findings from case-study schools in the Arbroath cluster (2008 - 2010)

□

3.1.1 Findings from 2008

The findings in this section are based on the data gathered at the first round of the evaluation process. As such, they reflect the degree of progress at that time. The findings also reflect participants' experiences and reflections as they were expressed in interviews and observed by the evaluation team and as they relate to the first year of Phase 2. Reporting in this fashion allows for a direct comparison with the second year of Phase 2 and for exploration of the reasons for progress, changes and obstacles that may occur. The findings from the 2009 data collection in this cluster are reported at 3.1.2.

Impact of MIE on teachers

All six teachers and head teachers interviewed in 2008 were aware of the Brechin project. However, with the exception of a primary head teacher, none of the teachers, either in secondary or primary schools, were aware of any lessons learned from the project. When asked about their general understanding of the purpose of MIE, the teachers understood MIE in different ways, with some making reference to the relationship with literacy and others seeing it as a more general tool for teaching, or even as a combination of both:

It is a tool to enhance literacy work, using a film instead of a book.

It is a tool to engage children with whichever topic I am teaching. At first I thought it was about making moving images

[MIE is about] bringing education in general to a level where the kids can identify with it. Filming helps with their language. They don't think they are doing language work but it filters through.

Only one teacher had not received input from the Education Development Service (EDS). The remainder were highly appreciative of the training they had and the expertise of EDS staff in demonstrating the use of MIE as a pedagogical tool. They also appreciated the availability of someone with the technical knowledge required for filming and editing. However, all teachers indicated they were confident enough to use MIE in the classroom and only call on EDS when problems arose that they could not solve alone.

In response to questions regarding the impact of using MIE on teaching, all the teachers responded positively. For one, this was simply a question of '*pulling things together*'; whilst for others the impact was more considerable:

It goes hand in hand with co-operative learning. Pairs or groups work together and you lose ownership of the lesson, step back and what they produce is excellent. I am comfortable with that form of teaching.

Perceived impact of MIE on pupils

There was unanimous agreement that children and young people respond positively to MIE. Responses from participants ranged from *'extremely enthusiastic'* and, *'they love it'*, to *'it has been good for them'*. Evidence for these statements included pupils generating ideas for other ways of using moving image material to examples of otherwise challenging pupils behaving better and engaging with the work of the class during MIE:

They do learn and it is because they are actively engaged. It is bringing out what they have in them that they might be reluctant to 'show' elsewhere. They enjoy it. Everything about MIE is enjoyment.

They are more willing to write, talk and analyse a film than sit and read a poem. It is less intimidating for them.

Other teachers were able to offer specific examples of how the impact of MIE had manifested for individuals or groups, or in specific curricular areas:

One child found language very hard. When it came to film, she engaged so much. [She] got subliminal messages from films, understood emotions and feelings and her hand was never down in group discussions.

They enjoy it and we've had good results from writing and with the ICT.

The response of one interviewee, however, perhaps captures the nature of the consensus concerning the impact of MIE on pupils among this group of teachers:

It gives them a purpose and strategy. Aiming for an end product, a long-term project is quite ambitious. It is introducing them to technology, which will be good for them. Getting a highly polished end product will be good for them as they don't usually get this. The project with the other... group is about what their lives are like. It is something personal. There is a big spread of abilities in a big class and they've been well behaved and are enjoying it.

Management, development and sustainability

The teachers' awareness of how MIE was being managed within the authority consisted of the provision of equipment, CPD and the availability of EDS staff, if required. Whilst the CPD was particularly appreciated, there was an element of uncertainty regarding the sustainability of the project:

[CPD] last year was fantastic. We had lots of support. We've not had it this year. I'm wondering if they are serious about it. The project is moving away and the emphasis is on cross-curricular work rather than an alternative way of doing [English/literacy].

[it is] a big investment in personnel. Angus is training up all the QIOs which is good. We need contact with someone from MIE. I hope it will continue... but what if two teachers move?

MIE and Curriculum for Excellence

All the teachers interviewed were able to identify connections between MIE and the four capacities of A Curriculum for Excellence. There was a recognition that the MIE requirements for collaborative working, analysis and creativity lend themselves naturally and spontaneously to the provision of a context in which young people develop the intellectual and social skills and abilities necessary for developing the four capacities:

Children are asked to engage individually with work. It is not at them; it is with them. It is to do with them, not us. It gives them the motivation to learn.

It is more about the process than the end result. It is a good tool.

Moreover, teachers were able to see how MIE could link with other subjects and topics in a cross-curricular or inter-disciplinary context in order to meet the desired outcomes of A Curriculum for Excellence:

It probably ties in with successful learners with the visual texts and writing. You could look at other [topics and] touch on homelessness etc. Application is the key. Can we hit enough outcomes with MIE?

On the social side, it gets them to work together in teams. Co-operative learning is the big drive. MIE is a context and controlling tool.

It is absolutely in line with it, but so is a good book with a good teacher. So, yes, provided you have the right people teaching it. It's all there, it matches up, [and if you have] the right people with MIE then you will hit the targets.

Reflection

The main strengths of MIE were perceived among this group to be the level of engagement and enjoyment derived by the children and young people involved. There was also a sense of novelty value in the use of visual texts, cameras and ICT. Significantly, though, for this group of teachers, part of the value of MIE lay in the pedagogical opportunities that the programme presented:

It is a new way of learning. Children always respond to a new way of doing things.

The type of questioning that comes out – looking at things differently. There are lots of layers. It is not always obvious.

It engages children because they enjoy doing it and it brings out what they can do without realising they are having to work.

Perceived shortcomings of the project related to personal development and the provision of hardware and technical support. Four of the six teachers interviewed indicated their awareness that they were possibly using MIE in a limited way. There was a feeling that MIE must have a greater potential.

Notwithstanding previous comments, two teachers commented on the level of preparation and planning involved in arranging a place for MIE within a busy school curriculum. One participant assumed that there must be shortcomings or limitations to MIE as the roll-out is restricted to a small number of schools. Unsurprisingly, therefore, increased technical support, further staff development on MIE itself and the development of Council and school-level cross-curricular or inter-disciplinary programmes were seen as essential to the sustainability of the project.

3.1.2 Findings from 2009

<p>In May 2009 the evaluation team returned to the cluster and interviewed a total of seventeen teachers, depute-headteachers and headteachers in this cluster. In addition, the team conducted focus groups with a total of ten pupils and observed MIE classes in the two primary schools in this cluster.</p>
--

Impact of MIE on teachers

By the time of the 2009 evaluation visit, all teachers in this cluster had a clearer and generally very positive view on the purposes of MIE. There had been considerable CPD available since the 2008 survey and this had been greatly appreciated by teachers and was reported as having a significant impact on their understanding of MIE. Similarly, support from EDS staff was reported as being frequent, valuable and highly appreciated.

Consequently, a significant number of teachers and headteachers interviewed reported an increased sense of the value of MIE both as an approach to learning and teaching and as having an impact on literacy. This was particularly the case among primary school staff. Only one teacher reported as being still uncertain regarding the links between MIE and traditional literacy.

In all schools in this cluster, MIE had been extended into a range of year groups and subject areas. As MIE had developed within schools, other staff beyond the initial groups had become aware of it and had expressed interest in becoming involved. As a result, in this cluster MIE had been used in the teaching of Science, Art, Social Subjects, Maths and behaviour support as well language and literacy.

The time spent on MIE varied from one and a half hours per week to blocks of two and three weeks, and one block of five weeks in the secondary school. As a result, some teachers reported a more relaxed atmosphere in classes and a better relationship among pupils and between teachers and pupils. Others simply reported that relationships had always been generally good.

For the majority of teachers and headteachers the effectiveness of MIE was evident in the quality of work produced by pupils and the links between MIE and other initiatives such as collaborative learning and Curriculum for Excellence. The value of MIE for a range of teachers, therefore, lay in the pedagogical opportunities that it offered and the subsequent impact this had on the learning of the children and young people in their classes. In at least one instance, this had been recognised by HMIE .

(HMIE 2009 available at:

<http://www.hmie.gov.uk/documents/inspection/StThomas'RCPS5300924.pdf>)

Perceived impact of MIE on pupils

Teachers' responses to questions regarding the impact of MIE on pupils reinforced those expressed during the 2008 interviews. They saw MIE as a motivating and engaging experience for pupils that encouraged working together.

As indicated above, part of the perceived impact on pupils relates to how MIE reinforces other initiatives and approaches:

MIE is one motivator among many. In terms of skills, it has helped with higher order reading skills and writing skills, but it doesn't stand alone.

Individual teachers were able to cite cases where particular pupils had benefited as examples of the impact of MIE on pupils, generally:

Pupil X is terrified of language... He doesn't engage with language. He doesn't have phonic capabilities but his report using MIE is amazing.

Teachers' perceptions were confirmed by pupils in focus groups and in observations conducted by the evaluation team. Pupils were seen to display a range of skills including problem solving, risk taking, discussion and negotiation. For example, in one lesson a group of pupils involved in editing produced different versions of their moving image, and used a variety of ways to solve technical problems before finally settling on one agreed version. They were also able to give complex and logical reasons for the choices they were making.

Pupils had been involved in a range of activities including matching sound, music, words and images for a range of purposes such as producing 'trailers' and storyboarding their own moving image artefacts. Of all the pupils involved in focus groups, only one did not find this work interesting and exciting. The most common issue among pupils in both primary and secondary schools related to access to computers and reliability of software.

Pupils also recognised the benefits for their learning primarily in literacy but also in a range of subject areas including languages, social subjects, ICT and Art. This was the case in both primary and secondary schools.

Finally, some pupils reported that they considered their technical skills to be superior to those of their teachers and that this had a positive impact on their perception of and relationship with those teachers:

My... teacher asks for help. This makes him a nicer teacher.

In interview, the teacher to whom the above pupil referred echoed these sentiments and perceptions reported by pupils:

It is exploiting skills that pupils have. They are very technologically aware and the pupils are prepared to teach me. It gives them a stimulus as well and we need to use it as much as possible. Staff are now learning from the kids and we are thinking about having an in-service with the kids teaching us.

Management, development and sustainability

At the time of the second round of the evaluation, teachers and headteachers had a much clearer view of how MIE was being managed at authority, cluster and school levels. The provision of high quality CPD and EDS support was cited as reinforcing the importance of the MIE initiative among a range of initiatives. This position was reported by a number of teachers in interview. For example:

I will continue to use it and feel there is a willingness in the school to develop it. There is a general consensus to continue to use it but that it is part of a range of possibilities and not 'the be all and end all'.

In response to direction and encouragement from the authority and school management, teachers had developed an awareness of the relationship between MIE and literacy but also as a pedagogical approach that could lend itself to a range of curricular areas. School managers also reported a clear understanding of their role as summarised by one participant:

Our role is to sustain and keep an eye on it, and when there are changes in personnel, to support them. [We] have a whole school remit and see cross-curricular links, provide informal support and get feedback on how it is going.

There was, however, a perception among some teachers that MIE was time-consuming, technically complex and in competition with other initiatives. A number of teachers cited the lack of suitable equipment and technological expertise as barriers to sustainability.

...it needs a champion and it needs technological back up and plenty of communication throughout the school

MIE and Curriculum for Excellence

As was the case in 2008, there was recognition among teachers that MIE provides a context that helps address the principles and capacities of Curriculum for Excellence. Teachers and pupils alike reported benefits from the use of MIE in a range of curricular areas, thereby providing a context for the cross-curricular and inter-disciplinary aspirations of Curriculum for Excellence. At this stage of the evaluation, this perception was shared among a wider range of teachers than previously, most likely in response to the expansion of MIE in primary schools and among a wider range of subject areas in the secondary school. For example:

It is another approach to [subject] education, and alternative to Standard Grade and an alternative to formal [subject] training. Yes, we need to have a variety in schools now. It's almost like Curriculum for Excellence. It seems to tie right in with it.

Cooperative learning and working in groups were reported by teachers and pupils as positive aspects of MIE in which pupils were able to make decisions, negotiate, discuss and plan, as spontaneously occurring features of both analytical and creative aspects of MIE. These findings were confirmed by the evaluation team as pupils were observed taking part in these activities and thereby developing responsibility, effectiveness, success and confidence.

Reflection

Once again, the major strengths of MIE were seen by pupils and teachers to be the level of engagement that it generated and the enjoyment that it brought to the learning experience.

Whilst no-one, pupil or teacher, was able to articulate specific learning outcomes related to MIE, in the course of interviews and focus groups mention was made of increased knowledge and understanding of the practicalities of film making, including camera angles, editing and storyboarding.

Once again, perceived shortcomings related to the availability and quality of both hardware and software. Allied to this, there was an opinion expressed by some teachers that school and authority managers will need to continue to give priority to MIE if it is to develop in the way that they understood it was intended.

Finally, with few exceptions, both teachers and pupils expressed their enjoyment of learning and teaching through moving image. Indeed, some primary pupils assumed that their experience of MIE in secondary school would be at a higher level than they were experiencing and they anticipated this with some excitement. Similarly, a number of teachers expressed a desire to further develop their own skills in MIE.

3.2 Findings from case-study schools in the Montrose cluster (2008-2010)

3.2.1 Findings from 2008

The findings in this section are based on the data gathered at the first round of the evaluation process. As such, they reflect the degree of progress at that time. The findings also reflect participants' experiences and reflections as they were expressed in interviews and observed by the evaluation team and as they relate to the first year of Phase 2. Reporting in this fashion allows for a direct comparison with the second year of Phase 2 and for exploration of the reasons for progress, changes and obstacles that may occur. The findings from the 2009 data collection in this cluster are reported at 3.2.2.

Impact on teachers

Teachers were first asked about their understanding of the purpose of MIE. There was a common understanding amongst all the teachers interviewed in the three schools involved in the evaluation at this level that MIE was fundamentally about literacy:

It is a resource to teach language chiefly, and can be used across the curriculum.

We are using MIE to improve pupils' literacy in a very broad sense of the word.

With regard to the impact on class/subject teachers there was some variation among teachers. Some saw MIE as having wider application than just literacy:

Yes, in terms of how I teach Maths and Technology as a direct result of MIE...

whereas others were a little more cautious: *It is new, I've only taught one lesson.*

All teachers involved had observed one of the Lead Practitioners work with pupils in their school and warmly responded to their input:

It is motivating and enthusing. Whenever you mention MIE or use the materials, the pupils are enthusiastic.

When asked whether experience of MIE had any impact on teachers' relationship with pupils, again some quickly realised that working with MIE was a learning experience for all:

They (the pupils) are very enthusiastic about it. I hadn't seen the films either so I was in the same boat as them. We talked about things together.

*When creating an artefact they (the pupils) are much more adept than me.
There is almost a role reversal!*

Thus, as with the Brechin project, the initial impact on teachers has been very positive. However, despite this, there seems to have been little awareness or transfer of learning among teachers about how MIE had functioned in Phase 1, i.e. the Brechin cluster of schools:

*I have just read the packs from the bfi
Just read background stuff
I have not read anything but I know that it has gone in an
interdisciplinary direction*

Perceived impact on pupils

Not unexpectedly all teachers reported that their pupils had responded very enthusiastically to MIE:

*Very positively. They do like it and are always very excited when they see
what the next film is going to be.*

Though there was some hesitation about pupils' responses to writing:

*They've not responded as well to the writing parts, there is not enough time
spent on it.*

Another teacher reported:

*They are much more enthusiastic about doing their language through MIE
than say comprehension. They don't realise what they are getting from it.*

On the other hand, one teacher reported:

*It has been a positive experience. The quality of the written work has been
good with good detailed discussion about character and settings.*

Overall, however, the benefit of MIE for pupils was clearly visible in the ways in which pupils who might otherwise be described as reluctant, disengaged or demotivated had, in fact, become active participants in MIE activities:

*The visual aspect is important. It pulls in pupils who are not natural
readers and writers. I have been pleasantly surprised at the quality of
observation while analysing films.*

*I've noticed one or two pupils who are difficult to motivate but MIE
generates a much better engagement.*

Management, development and sustainability

As at November 2008, MIE in Phase 2 was supported in the primary schools by earmarked resources provided by Angus Council:

Resources provided by the Authority include two specific computers for MIE. We've not needed to use the school budget yet.

As far as the secondary school was concerned there was little awareness of any additional resources being provided for MIE. However, use was being made of the school's budget to purchase hardware such as hard drives. However, there was an eagerness among teachers and managers to engage with MIE, although its visibility was still limited at that time:

I'm determined that it will happen in a cross-curricular way. We are very willing to do that and be a champion of it.

Opportunities for training were again more evident amongst the primary school P7 teachers:

I have been to four twilight sessions plus observing the (LP) in class...I feel it is sufficient.

The P6 teachers had arranged to attend two training days in January 2009.

MIE and Curriculum for Excellence

There was a unanimous view that MIE was totally compatible with the new Curriculum for Excellence, especially in the opportunities it offers for cross-curricular/interdisciplinary working and meeting the four capacities:

It should fit in very well. It has cross-curricular potential. It would be useful to integrate it into most primary seven topics.

They blend well together. (It's the perfect package.)

Teachers also reported that MIE had impacted on their teaching in appropriate ways for Curriculum for Excellence:

It definitely develops their confidence. They wouldn't get it from traditional literacy like novels.

One film 'Little Wolf' was used in a lesson. We did it in cooperative groups. Roles were given and targets were agreed and a presentation made – that ties in with successful learners.

Reflection

Finally, interviewees were invited to reflect on their MIE experience so far in Phase 2 and identify the main strengths and shortcomings. Comments on the main strengths of MIE included:

The novelty. It's fun and improves the quality of language work.

The collaborative aspect is great.

It possibly improves behaviour, they are motivated.

It connects to co-operative learning and transcends the narrow definition of literacy.

On shortcomings, two main points emerged as captured in the following quotations:

Not enough time to undertake it. Not enough hardware and software to enable pupils to work in pairs.

We need more support and reassurance that we are going down the right route. There's nothing wrong with MIE itself – it's more the process.

On sustainability, there were a number of concerns, largely connected with issues of support and availability of hardware:

We still need someone in the Authority whose prime role is MIE. CPD should still be available for new staff and refresher courses for ones who did it two years ago. We need technical support as well as for any problems with the equipment. A cluster technician would be great.

More hardware is needed.

Training should have been done first. More time was needed for teachers to speak about it and pass on what they did last year.

We need a plan!

3.2.2 Findings from 2009

<p>In May 2009 the evaluation team returned to the cluster and interviewed a total of fourteen teachers, depute headteachers and headteachers in this cluster. In addition, the team conducted focus groups with a total of twelve pupils and observed MIE classes in the two primary schools in this cluster.</p>
--

Impact on Teachers

By the time of the 2009 visit, considerable planning had been undertaken, especially in the secondary school but throughout the cluster generally, to ensure the development of MIE along local authority aspirations. In the secondary school, this had translated into an interdisciplinary exercise involving Science, Geography, Home Economics, English and Mathematics. In the primary schools, development had consisted of extending the skills of teachers already involved and introducing other teachers and pupils to MIE. In both primary and secondary schools there was a clear perception of MIE as a process and all developments were reported as being fully supported by quality in-service and EDS support. On a cautionary note, an opinion was expressed that the model used to introduce MIE and support inexperienced teachers would result in pupils not seeing teachers as capable of teaching MIE as they were not the 'experts'.

Some teachers in this cluster reported that they had not sought EDS support as they felt confident enough in their own ability to teach it. Teachers also expressed appreciation of MIE in that '*It has freshened up approaches and improved some of my methodologies*' with one headteacher recognising that '*...it is a tremendous vehicle for moving forward.*'

Teachers and pupils both reported that they perceived MIE as effective over a range of subject areas and having an impact on how teachers teach. Overall, therefore, the impact on teachers by the time of this evaluation visit was positive:

MIE is useful in making teachers think about pedagogy. Additionally, people are saying positive things about pupils and although it seems time-consuming, products are coming out and pupils are going well, so opinions are changing.

Similarly to colleagues in the Arbroath cluster, teachers saw the value of MIE lying partly in how it coincided with other initiatives:

MIE has had impact but in conjunction with other initiatives such as A Curriculum for Excellence, cooperative learning and the introduction of new technology, for example, interactive whiteboards.

Perceived impact on pupils

The overall perceived impact on pupils was seen to be in benefits for literacy, collaborative working and engagement. Teachers once again reported that pupils had enjoyed MIE, they had responded well to the teaching and were excited by learning through moving images.

In addition to having an impact on literacy, teachers also reported significant benefits in other areas. For example:

The most important are social things, cooperative working as well as the skills like being creative, analytical structuring and thinking logically.

These perceptions were confirmed by pupils in focus groups. Pupils reported using MIE across a range of subject, theme and topic areas and that it had an impact on writing and talking. Again, however, the importance of the social aspects of MIE was reported:

Working in groups is good. It's good to see what other people think. You can get it wrong and other people get it right. There are more ideas... teamwork... loads of ideas. It brings out others' personality. They might be a bit shy or not interested but their ideas tell you what kind of person they are.

Management, development and sustainability

At this stage in the evaluation, there was a clear understanding among teachers, deputies and headteachers that MIE was managed and supported at authority level through direction, the provision of in-service training and EDS support. Whilst teachers and headteachers recognised that MIE was one of several initiatives in Angus schools, the level and quality of support signified the importance of MIE within this cluster. Consequently, each of the schools had well-formed plans for the development of MIE across a range of subjects, themes and topics and across year groups:

We have agreed as a cluster that it will be in cluster and school development plans. We are going to look at it school wide rather than just a stage.

In both primary and secondary schools there was a willingness to develop MIE further as a result of the perceived impact on pupils, teachers and the significance of MIE as an authority initiative. As one headteacher expressed:

I see my role as headteacher as encouraging it, having a positive attitude towards it and I've been sold on it. Initially, I was wary that it might be the latest fad and was concerned that it might be narrow, just about film making. I was converted when I saw what the pupils had done. This was reinforced by [Director of Education]'s positivity.

Sustainability was seen as dependent on the provision of further training, especially on the technical side, for a number of teachers. Again, the quality of EDS input was cited as being particularly effective. The involvement of more teachers in both primary and secondary schools was also seen as a requirement for sustainability. It was argued by several teachers and headteachers that involving more teachers would lead to an even wider realisation of the benefits of MIE for teachers and pupils. As in the previous visit to this and the Arbroath cluster, the availability and reliability of equipment was cited as the main barrier to sustainability.

MIE and Curriculum for Excellence

When questioned regarding the relationship between MIE and Curriculum for Excellence, teachers and headteachers once again responded by referring to collaboration, cross-curricular and inter-disciplinary working as the principal aspects. Indeed, teachers were observed using MIE in thematic ways that can be seen as nurturing responsibility and confidence.

Perhaps some equally insightful comments came, however, from the pupils themselves. For example, the following can be seen as relating to:

Responsibility:

If you are watching an MIE film you realise that other people in the group, in the team, are more generous (sic) and they notice things that can be surprising and then you realise something about them. Maybe you would think you wouldn't like them but they see things that make you think they are not so bad. Some of the nicest people can pick up on things that are not so good.

Effectiveness , success and confidence:

Writing is different with MIE. It's more fun, more relaxed. It's your own imagination you're using.

MIE is always fun. It's a different way. You can get it completely wrong and it doesn't matter. It's your own opinion.

The more people you've got, the more you learn. You merge all your ideas together. It helps people who are not so confident in speaking...

Reflection

As indicated above, the main strengths of MIE were recognised as its impact on pupils, the potential it offered teachers to develop pedagogy and the relationship between MIE and Curriculum for Excellence. As with the Arbroath cluster, the pedagogical strength of MIE lay in the process of learning rather than content *per se*. MIE as a pedagogical approach was particularly evident in one observed lesson in which animation techniques were interrogated to analyse how the director had built an argument on discrimination. As one interviewee expressed:

I think the curriculum is changing and that we can't stand still. We have to look at more innovative ways of teaching and MIE is at the heart of active learning. It is not just paper and pencil and sitting at a desk.

3.3 Findings from other schools in both the Arbroath and Montrose cluster (2009)

3.3.1 Introduction

In November 2009, questionnaires were issued to the primary schools in the Montrose Academy and Arbroath Academy clusters which had not been visited as part of the evaluation, in order to ascertain the response of the staff to the school's involvement in MIE.

The questionnaire consisted of 21 questions in five sections as follows:

- A Respondent's involvement with MIE
- B The impact of MIE on teachers
- C The impact of MIE on pupils
- D MIE and Curriculum for Excellence
- E Management, development and sustainability

In each school both the P7 teachers and the headteacher were requested to complete the questionnaire. Seven responses were received from P7 teachers and five from headteachers.

3.3.2 Analysis of responses from teachers

Involvement of respondent in MIE:

The first question asked respondents for their general reaction to MIE when they first heard about it. Six of the seven teachers who responded regarded it in a very positive way and one teacher was cautious.

Teachers were then asked to rank what they regarded as the main purposes of MIE when they first heard about it. All seven ranked the teaching of literacy as the top priority. Interestingly, six teachers then nominated the teaching of film and media studies as the second most important purpose even though such a purpose was not articulated in the original intentions of MIE! However, there was considerable variation among respondents regarding the other purposes. Some placed 'to enhance ICT skills' in third place while others chose 'to assist co-operative learning' as their third choice.

The teachers were then asked whether their views about MIE had changed at the end of their first year's involvement. Two teachers had not changed their minds while five had. Those who had changed reported that they regarded all four purposes stated in the questionnaire as of equal importance. Thus, on the basis of their experiences, the teachers came to perceive MIE as having a wider significance than simply the promotion of literacy.

The last question in this section concerned teachers' ICT skills. Three teachers reported that they were able to cope with the ICT requirements for teaching MIE and

therefore did not need to learn new skills whilst the remaining four recognised that new skills were required, particularly in the use of editing software.

Impact on teachers

All seven reported that MIE had been effective in helping them to teach literacy and to raise awareness about film and TV as well as other areas of the curriculum:

Excellent contexts for class, group discussions and many writing activities. Opportunities to both analyse and create short animations. Cross-curricular links, especially PSD.

The moving image is such an important part of our lives it needs to be used and understood better by everyone. It also opens an area of literacy which is motivating to all pupils, especially those who struggle with literacy.

It helps stimulate pupils' imagination to start pieces of writing. Some of the moving images help to start other curricular areas such as health and well-being.

Motivation seemed to be intrinsic when using MIE. Writing associated with MIE is generally of length and of a higher quality than one might expect.

Six of the seven teachers who responded reported that they had been adequately trained to teach MIE. The one who thought otherwise took the view that MIE should be taught by a specialist teacher:

I managed and planned the programme. I did not master the skills.

Six of the teachers indicated that teaching MIE has had an impact on their enjoyment and appreciation of film and other moving images.

Comments related to their own enjoyment of working with pupils in this context, and pleasure and amazement at what children could do. Most other comments referred to how teachers had previously used moving images in schools but had a new appreciation of them, or how teachers who had not previously used them were now finding them valuable. One teacher commented on an increased interest in digital photography and video editing.

Three teachers indicated that the project had an impact on relationships. This resulted from children's enjoyment of MIE which had led to improvements in the learning context:

Non-writers or near non-writers [were] prepared to talk and write. Children who require scribes really blossomed.

[MIE] provided situations where both class/group activities boost confidence in giving opinions without pupil risking a 'wrong answer'.

Impact on pupils

Respondents were unanimously positive in terms of children's response to MIE. Typical comments included:

Very, very positively. Have thoroughly enjoyed it (all aspects) and have been fully engaged with all the activities.

Comments regarding literacy indicated improvements in all aspects: talking and listening, writing and reading, although one teacher indicated that (s)he had not addressed reading. Another made no comment in this section.

Other benefits for pupils included commitment (in terms of time), collaboration and team building. Two comments summarise teachers' perceptions of the impact of MIE on pupils:

Team building, class building, increased motivation, confidence and self esteem have risen. Creativity, problem solving skills and enjoyment! It allows children, regardless of ability/learning needs, to access moving image text and removes barriers for some children. It has developed ICT skills in the children as well.

It links many areas of the curriculum. It is a very flexible way of teaching literacy and fits extremely well with Curriculum for Excellence ideas. Some of the work prompted by MIE has given pupils a great sense of achievement.

Indeed, there was unanimous agreement that MIE relates directly to Curriculum for Excellence and the four capacities. As one teacher commented:

In my experience of using MIE, the pupils have been challenged to extend their skills in a wide area, both curricular and other areas of learning. I feel the four capacities have been better addressed using MIE than many other focused learning situations. There can be many opportunities to develop the necessary critical skills, providing these areas are taken into account in the planning and carrying out of lessons in MIE.

Management, development and sustainability

All seven felt adequately supported to teach MIE in their schools. Support from the staff tutor was cited by all as the major source of support. One teacher commented that whilst the staff tutor was highly appreciated, the children were the biggest asset.

The main strengths of MIE were reported as increases in motivation, confidence and attainment. Shortcomings related to technical difficulties and time.

Sustainability related comments referred to the need for a coherent programme throughout the school. All seven teachers indicated that they intended to teach MIE in the future.

3.3 Response of Education Development Service (EDS), Quality Improvement and Directorate Staff.

This section and section 3.5 below, are based on one interviews conducted during both tranches of data gathering. Personnel interviewed included three members of the EDS team (one in November 2008 and all three in 2009), a Quality Improvement Officer and the Director of Education, these latter two in 2009 only.

EDS arrangements with clusters

In response to the authority's initiative, to the needs of schools and teachers and to their own perception of the need for a more effective arrangement than that in the early stages of Phase 2, EDS augmented and expanded their system of support and development.

Senior members of EDS adopted a strategic role and a system of accessing MIE training was set up, supported and overseen by them. Senior members of EDS were also involved in MIE specific meetings with clusters and other groupings as well as dedicated MIE meetings with the wider EDS team. EDS team members were allocated responsibility for specific territories in terms of both geography and sector. These responsibilities extended to schools outwith the two Phase 2 clusters.

As a consequence, there was a clear perception amongst all EDS staff interviewed that the project had gathered considerable momentum, thereby establishing a critical mass of MIE trained teachers in schools and a significant base of activity in both Phase 2 clusters.

Within EDS there was an awareness of lessons learned from the Brechin project, both in terms of strategy and in the forms of provision and engagement with school staff. This contributed to schools adopting whole school (indeed, whole cluster) and interdisciplinary approaches, and to the perception of MIE as a pedagogical process rather than an additional activity or subject.

Impact within clusters

EDS staff reported considerable progress in the development of MIE within the clusters. In particular, the primary schools were perceived to have adopted MIE as a way of teaching a range of subjects and topics. Links with GLOW had also been exploited through MIE, thereby raising awareness of both.

Progress was also marked in the secondary schools and this was perceived to be the result of a combination of a more effective EDS strategy, an SMT led shift to an

interdisciplinary approach, and changes within senior management in schools. Local authority support and encouragement were seen to have contributed significantly to these developments.

Perceived impact on teachers

EDS staff reported considerable impact of MIE on those teachers who had engaged in in-service and in-school support. Whilst it was felt that there were still a small number of teachers who remained unconvinced or who lacked confidence, the majority had benefited in terms of their own development and pupils' engagement with MIE:

It has had a huge impact on those who have taking it on board. They have been energised and blossomed and see it as an interesting and creative way of taking their own agenda forward. Teachers are motivated by pupil motivation.

This statement summarises the responses of all EDS staff interviewed.

Perceived impact on pupils

EDS staff's perceptions of the impact of MIE on pupils matches that found elsewhere in the evaluation. They reported that pupils were engaged, excited and enthusiastic:

What I get all the time is 'yes! MIE'. It doesn't matter what area of the curriculum. During the HMI I was in supporting on behaviour in [teacher's] class. As soon as I put on the dvd the kids moved to their watching places and were perfectly behaved and organised themselves. The HMI noticed this and remarked on it.

EDS staff were also able to comment on the impact on pupils' literacy, collaboration and ICT skills. The impact on literacy was reported as being significant in talking and listening but opinion on the impact on reading and writing was varied. The interdisciplinary aspect of MIE was reported as lending itself easily to cooperative and active learning. There was a strong perception among the majority of EDS staff that there had been a considerable impact on ICT skills and, similarly to other findings in this report, it was felt that pupils were often more competent than teachers:

*The children are more competent and confident.
Yes, yes, yes! Absolutely! As long as it is well 'organised' it happens from pupils. The teacher makes sure that there are no queues at one computer etc and the kids love it if it is properly prepared. Kids can help staff along with the technical aspects.*

Management, development and sustainability

Responsibility for management and development of MIE within the cluster schools and across the authority in general lies with EDS. EDS maintain close contact with the cluster schools and plan their support and input in response to requests from and in correspondence with the developmental needs of schools in both Phase 2 clusters. Planning of work is reviewed twice per academic session.

Interviews revealed a high level of satisfaction among EDS staff with progress in the clusters. EDS staff were as appreciative of the relationship they had with classroom teachers as the teachers were of EDS colleagues. EDS management and staff were aware of current levels of development and possible opportunities in both clusters, and were confident in the enthusiasm and ability of school managers and teachers to ensure progress towards sustainability. Indeed, an overview of all interviews indicates that there may well be a critical mass of teachers in the clusters sufficiently knowledgeable to conceive of sustainability as achievable. There were, however, some lingering doubts with regard to the movement of staff within and among schools, and the number of other initiatives that currently place demands on schools:

It needs sustained and effective development in our schools before we can say it's here to stay!

There are a number of big things facing our schools just now (e.g. formative assessment, co-operative learning, A Curriculum for Excellence). Whether MIE survives is still uncertain.

Experience of the first phase of MIE had clearly influenced management and operation of Phase 2. This ranged from being able to anticipate and plan for problems that were likely to arise, to the preparation of resources, including CPD, and future developments beyond Phase 2. In particular, the role of the headteacher and the desirability of staff being persuaded of the value of MIE in advance of its introduction were recognised as crucial:

You have to get the SMT to buy in and English to buy in but not them exclusively. I think also you need to promote the interdisciplinary features of MIE. Interdisciplinary is all the way through Building the Curriculum 3. It helps if the ground is well prepared

Finally, EDS staff at all levels were aware that the management, development and sustainability of MIE was dependent on the collaborative efforts of the EDS team and the pupils, schools and teachers with whom they work:

*... it's not about one person. If we want kids to be collaborative, we need to model that
We need to make sure enough support is given to all the schools that request it in the next phase of the roll-out.. Our teamworking is crucial.*

3.3 Response of other Council staff

Background

Data gathered from local authority management staff at the second round of evaluation interviews indicate a belief in the efficacy of MIE in terms of its impact on learners and teachers as evidenced in Phase 1. Convinced that MIE met all the requirements of Curriculum for Excellence, the education management team, led by the Director of Education, made a decision to roll-out and resource MIE into the Montrose Academy and Arbroath Academy clusters of schools. The Director also wrote to the headteachers in each of the cluster schools reassuring them that appropriate staff training and resources would be provided.

At the level of individual pupils – they have benefitted enormously – more motivated and greater morale. Secondly, it's brought A Curriculum for Excellence alive.

As a result of experience with other initiatives that had been similarly 'rolled-out', a decision on which clusters to involve in the expansion of MIE was based on geographical location, size and level of interest. An MIE working group was set up and awareness raising sessions arranged for staff in the Phase 2 schools, provided by staff who had experienced the first phase of MIE. Whilst the local authority regard the level of success of these sessions as variable between sectors and individual sessions, the response from Phase 2 schools management and staff was reported as being 'very positive'.

Resources and management

In order to meet the requirement for adequate resources, three decisions were made. First, it was decided that schools would not be expected to provide for additional hardware and software from their existing budgets. Secondly, it was considered that the process of replacement of equipment was adequate to meet the needs of the Phase 2 schools. Finally, a staff tutor post was created in order to provide adequate support and training to both clusters in the roll out and the Phase 1 cluster. The staff tutor post was partly funded by Scottish Screen.

From a local authority perspective, there were three particular issues that had to be addressed in order to ensure an efficient operation of the roll-out. First, the relationship between the local authority and Angus Digital Media Centre (ADMC) had to be addressed and secondly, the introduction of MIE into EDS coincided with a reorganisation of EDS itself. Third, there was a realisation that both success and difficulties that had presented in Phase 1 were systemic. All three issues were resolved successfully as ADMC's role ceased and MIE lead practitioners were incorporated into EDS:

Eventually it was quite straightforward. We set up curriculum support teams in a number of areas, including MIE. This was strategically rather than operationally managed, i.e. we took a 'hands-off' approach.

4. DISCUSSION

The following discussion relates the findings from the data to the research questions as set out in section 2.3 at the beginning of this report.

- What are teachers' understandings concerning the purpose of MIE?

In the 2008 round of research, teachers' conceptions of the nature and purpose of MIE was somewhat mixed. Whilst in both clusters there was an understanding that there was some connection with literacy, there was also a perception that it had a value as a teaching tool more generally. By 2009, both these aspects were understood and appreciated more clearly with MIE being seen as essentially a process, effective over a range of subjects and having a particular impact on literacy, including both new and traditional conceptions of literacy.

- How do teachers respond to the input from lead practitioners?

A particularly significant feature of Phase 2 as a model for change was teachers' extremely high praise for and appreciation of the level and quality of support from EDS. It was at this level that the lessons learned from Phase 1 were understood in practical terms and implemented in the CPD, training and support offered to teachers. In primary and secondary schools in both clusters, teachers and school managers expressed their appreciation of the quality and effectiveness of EDS input and support. Training days, CPD and individual members of EDS were given particular mention.

- How has MIE impacted on teachers' and students' involvement with, appreciation of and enjoyment of film and other media in school and in their everyday lives?

There is evidence that some pupils and teachers have come to consider film and media in a more critical way. Whilst these participants reported considering such matters as type and duration of shots, the relationship between sound and image, and the director's intention, the majority of pupils and teachers reported that they continued to view only or mostly for pleasure.

- To what extent have teachers participating in the project developed a new relationship with the learners?

The majority of teachers reported an improvement in relationships between themselves and pupils and among pupils. Much of the improvement was attributed to the levels of engagement of pupils with MIE, in particular those pupils who might otherwise be described as disruptive, disengaged or disaffected.

None of the teachers made direct reference to a change in role from teacher to learner but this is implicit in their answers to the impact of MIE on pupils.

- Have participating teachers changed their teaching strategies in response to their involvement in the programme? If so, to what extent?

The overwhelming majority of teachers reported that MIE had an impact on how they taught. For some, this was an extension and affirmation of their experiences with other initiatives such as collaborative and active learning. Others made particular reference to MIE as representing a shift in pedagogy towards more learner directed learning, with a subsequent positive impact on the role of the teacher and classroom relationships, generally. This was seen to be effective over a range of subject areas in both secondary and primary schools and one consequence of working with MIE has been to encourage teachers to think about pedagogy.

- How have the pupils responded to any such changes?

Data from interviews with teachers and focus groups with pupils indicate that there has been a warm and positive response from pupils to any shift in pedagogy that has been attributed to MIE, either directly or in combination with other initiatives.

- How has MIE impacted on critical connectedness with the world for teachers and their students?

There is little explicit evidence that MIE has impacted on teachers' and pupils' general critical connectedness at this stage.

- How has MIE impacted on teachers' and their students' critical connectedness with current ideas and issues in school and in their everyday lives?

There is little explicit evidence that MIE has impacted on this aspect of teachers' and pupils' critical connectedness.

- How have the schools' management teams and Angus Council personnel responded to the challenge of the MIE initiative? Has learning been transferred from the Brechin experience?

Angus Council responded to the experience of Phase 1 by thorough preparation for the second phase. Learning from the Brechin experience was embedded in planning by EDS, headteachers and managers. Crucially, the initiative was championed by the Director of Education who made his support explicit to headteachers.

5. CONCLUSIONS

In keeping with the purpose and aims of this research as stated in section 2.1 at the outset, the conclusions address four main areas: impact (on teachers and learners); the relationship with Curriculum for Excellence; the distinctive outcomes of MIE; and Phase 2 as a model of introducing and extending other initiatives.

5.1 Impact

Evidence from the data gathered indicates that MIE has had a considerable, positive impact on pupils and the majority of teachers. For pupils, this has largely been in enhancement of engagement with learning, working with others and taking both individual and collective responsibility for learning. Overall, this has led to better relationships among pupils and between pupils and teachers, leading to an enhanced learning atmosphere in MIE classrooms.

For teachers, the enhanced learning environment has been a welcome outcome of the initiative and has offered many the opportunity to think about pedagogy in terms of how they teach currently and the implications for teaching within the context of the new curriculum as it develops in coming years.

5.2 Moving Image Education and Curriculum for Excellence

One of the most pleasing aspects of MIE for teachers and headteachers was the ease with which it articulated with Curriculum for Excellence. Indeed, several comments indicated that MIE had enhanced teachers' understanding of the nature and benefits of the new curriculum. Similarly, there was a clear view among teachers that engagement with MIE met the requirements of each of the four capacities of Curriculum for Excellence.

Teachers were also encouraged by the way in which MIE related to other pedagogical initiatives such as collaborative and active learning and Assessment for Learning.

More significantly, however, was the recognition among teachers that MIE is conceived as a process of learning and not simply another subject or topic to be learned. This is of particular importance in understanding the relationship between MIE and the new curriculum. The early documentation on Curriculum for Excellence can be understood as introducing a process curriculum (as distinct from mastery and content curricula that had been the current and previous models). It may well be the case, therefore, that the underlying principle of process helps to explain teachers' appreciation of the close relationship between MIE and Curriculum for Excellence.

5.3 The distinctive outcomes of MIE

The distinctive outcomes of MIE as far as they can be gleaned from the evidence in this research, relate to what might be called 'audio-visual literacy'. Audio-visual literacy can be understood to be an extension of both traditional literacy (reading, writing, talking and listening) and media literacy (the understanding of media texts more generally).

The combination of moving visual image and sound offers students opportunities for a breadth and depth of analytical and creative activities (if, indeed, they can be so separated) and it is the reading, discussing and making of these combinations that appear to be reflected in comments from both teachers and pupils on the distinctive benefits and outcomes of MIE.

5.4 **Phase 2: a model for initiatives.**

There is no doubt that over the period of the project, Phase 2 has proven to provide a very effective model for dealing with initiatives. In practical terms, the impact on teachers has been such that many now feel that there is no need for further support from EDS. In addition, it would appear that there now exists a critical mass of suitably trained and experienced teachers within the Phase 2 schools to support both new teachers to MIE and teachers within subsequent phases that Angus Council has planned.

There were a number of key factors that contributed to the effectiveness of Phase 2, namely:

- The Director of Education's role as champion of MIE;
- The subsequent impact of the Director's role on school managers and in maintaining MIE as a priority;
- The thoroughness in planning in preparation for and throughout the initiative (including experience from Phase 1), especially within EDS;
- The quality of support available from EDS;
- The creation of a critical mass of teachers very supportive of MIE.

6. FINAL OBSERVATIONS

The evaluation team wish to make the following remarks regarding MIE in Angus.

MIE and literacy

In section 1.2 it was argued that traditional conceptions of literacy are no longer adequate for the twenty first century. Rather, they require to be expanded to include engagement with and understanding of film, television and other moving images. The Phase 2 Project in Angus has contributed to our comprehension of what might now be understood as ‘audio-visual literacy’. Equally, the positive impact of MIE on traditional literacy, which was more the focus of Phase 1 in Angus, continued to be evident in Phase 2.

Pedagogy and transfer

The experience of MIE in Phase 2 has led to exciting and innovative developments in pedagogy for many teachers. As a direct consequence of engaging with MIE, many of the teachers indicated that they are thinking about how they teach generally or are giving serious thought to how they can take some of the pedagogical elements of MIE into other subject areas. A particular aspect of this impact has been the appreciation of learning as process (rather than product or content) and how, in this manner, MIE articulates with Curriculum for Excellence.

Management and development

Phase 2 has contributed to our understanding of how initiatives can be expanded, embedded and sustained beyond their introductory periods. Crucial factors included:

- the quality and nature of leadership;
- detailed planning prior to and during the project;
- the creation of a critical mass of suitably qualified and enthusiastic personnel.

Consequently, a significant feature of MIE has been the enthusiasm with which teachers and learners have engaged with it - including those who might otherwise have been considered reluctant - and the freshness and motivation that this has brought to their teaching and learning. Scottish Screen and Angus Council are to be congratulated for their initiative in introducing MIE to Scotland and commended on the diligence and determination they have brought to its implementation.

References

- Buckingham, D. (2004) *The Media Literacy of Children and Young People: A review of the research literature*. London: bfi.
- Burn, A. and Durrant, J. (2007) *Media literacy in schools*. London: Paul Chapman Publishing.
- David, M., Edwards, R. and Alldred, P. (2001) 'Children and school-based research: 'informed' consent or 'educated' consent?' *British Educational Research Journal* 27 (3), 347-366.
- Dweck, C. (2000) *Self-theories*. Philadelphia: Psychology Press.
- Giroux, H. (1997) 'Disney, Southern Baptists and children's culture: the magic kingdom as Sodom and Gomorrah'. <http://www.zmag.org/zmag/articles/Girouxsept97.htm>
- Hart, A. and Hicks, A. (2002) *Teaching media in the English curriculum*. Stoke on Trent: Trentham Books.
- Head, G., McConnell, F. and Wilkinson, J.E. (2007) *An evaluation of Scottish Screen's Teacher Training Programme. October 2005 – September 2006*. Available at www.scottishscreen.com
- Lankshear, C. and Kobel, M. (2003) *New literacies: changing knowledge and classroom learning*. Buckingham, UK; Philadelphia, PA: Society for Research into Higher Education and Open University Press.
- Licingstone, S., Van Couvering, E. and Thumim, N. (2004) *Adult Media Literacy: A review of the research literature*. London: bfi.
- Rogow, F. (2005) 'Terrain in transition: reflections on the pedagogy of media literacy education' in Schwarz, G. and Brown, P.U. (eds) *Media literacy: transforming curriculum and teaching*. Chicago: NSSE.
- Scottish Executive Education Department (2004) *Curriculum for Excellence*. Edinburgh: Scottish Executive.
- Scottish Government (2007) *Included, engaged and involved*. Edinburgh: Scottish Government.