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Educational Recording Agency (ERA)

**Facilitating online broadcast resource access
through the ERA licence**

Final Report

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1. EXECUTIVE SUMMARY

1.1 This research study

This research study has gathered evidence to support the Educational Recording Agency (ERA) in exploring possible ways to develop policies and approaches that could enhance teacher access to digital online resources. Existing studies show that many teachers across the United Kingdom (UK) already use video and audio clips with learners to support teaching and learning. Increasingly, however, use of these resources is encouraged and needed for learning purposes in home as well as in school situations; there are clear implications concerned with the management of these resources. Online audio-visual resources to support teachers are becoming increasingly accessible, not just in the UK, but in other countries worldwide. Audio-visual (AV) resources offer particular qualities and affordances that support teaching and learning, but it should be recognised that different resources can offer different values and qualities to meet more specific teacher needs.

In order to establish a useful evidence base to make recommendations to ERA, data were gathered in this study in two phases. In the first phase, a number of focus groups were involved, as well as data being gathered from key informants through email surveys. In the second phase, points arising from the key informant responses in the first phase were used to finalise an online survey accessible to all teachers across the UK. Teachers providing evidence for this study represented the full age range of schools and colleges (with learners from 3 to 19 years of age), across wide subject areas, localities and nations across the UK.

Key findings of the study are reported below, in this chapter. Conclusions and recommendations can be found in Chapter 7, on page 26 of this report.

1.2 Key findings

Many teachers currently use a range of online digital broadcast resources from diverse sources, and they spend time in finding, selecting and identifying how to use these resources. On average, teachers use audio-visual resources ‘regularly’, while some use them daily. ‘New’ resources are sought by a teacher on average every one or two weeks, and each new resource takes some 13.2 minutes of time to select (to ensure it meets their specific pedagogic requirements).

Barriers to wider use of audio-visual resources can be local in origin (such as blocking of sources or filtering or slow internet provision), but other barriers arise more at a policy level (such as lack of understanding of what can and what cannot be accessed and used and where, lack of time to find and select suitable resources, and lack of resources in some subject and learning need areas).

Although audio-visual resources are used widely in classrooms, their use in learner and teacher homes is increasing rapidly. From evidence available, most teachers view audio-visual resources at home rather than in school when they are selecting these for use. When selecting resources for uses in classrooms, teachers identify with and seek key quality indicators.

While teachers use audio-visual resources from a range of sources, they widely indicate a lack of clear understanding of the rules and regulations, terms and conditions that apply to access, storage and use of resources (considered further in Section 6.1 on page 17). This is true in specific source cases such as using BBC iPlayer and YouTube, and in the case of Open University (OU) broadcasts.

The volume of audio-visual resources available, and the width of sources now accessible, means that it is beyond the scope of an individual teacher to search and select across this range without the need to commit considerable time to this endeavour. Audio-visual clips are the format of resources most sought, but some teachers in some subject areas still seek access to whole programmes or compilations.

A search facility that provides teachers with easy access to accurate titling of clips, brief descriptions, online summaries, lists by subject, Key Stage and teaching need, is required as a matter of urgency. The most time consuming process for a teacher searching for a resource is the time needed to match how it might be used pedagogically most appropriately with a specific group of learners; this aspect of supporting and highlighting pedagogic match needs to be clearly accommodated in any developments of facilities to support teachers in the future. A large majority of teachers would welcome having reminders or contact details about resources available, perhaps through online lists or through email, according to subject and topic (and updated and sent out perhaps on a weekly basis).

The majority of teachers responding indicated they would welcome additional ways to enhance their access to and use of audio and audio-visual resources. They indicated they would welcome access to a library or archive facility linking to specific subject and Key Stage resources, to a site for sharing ideas or lessons plans relating to indexed resources, and to case studies of innovative and creative uses of audio and audio-visual resources.

1.3 Key recommendations

Barriers that exist at a policy level need to be considered urgently if teachers are to gain most effectively even from currently existing resources. If these barriers are not addressed, even though the range and volume of potential resources will continue to increase, issues that underlie barriers will become increasingly exacerbated.

Teacher awareness of accessible resources needs to be improved. This is particularly important in some key subject areas (such as history, religious education, music, and theatre studies, but also surprisingly in other subjects such as science) and for resources that can support teachers working with learners with specific needs (particularly for learners in special schools or units with low levels of communication and literacy abilities).

Teachers and learners need to be much more aware of regulations that relate to uses of audio-visual resources in home sites as well as in school sites. There is a need for the production of clear regulations that can be broadcast to teachers and learners; the making of such information available should be considered through nationwide broadcast media routes. In this context, considering widely the sources of access that teachers use, such as BBC iPlayer and YouTube, and then providing clear information on regulations about permitted access and use in schools and for educational purposes (rather than information about general access or about use of commercially-sourced resources), is essential.

Access to resources via virtual learning environments (VLEs) and mobile devices by both teachers and learners is likely to increase in the foreseeable future, and some forms of technical standardisation may be needed to ensure that school-based facilities will enable ease of saving, storage and access.

There is a need to consider how a national initiative might oversee, develop and produce suitable mechanisms to accommodate the ever-growing issues and needs of audio-visual resources being accessible to teachers and learners. At the same time, many more resources need to be created as audio or audio-visual clips that are targeted to meet specific curriculum and educational needs, if topics covered are to be of greater use to teachers and learners.

Teachers need a more effective search and access facility to audio-visual resources. Accurate titling, brief descriptions, and tagging to show age range, ability match, and subject and topic match are all required if such a search facility is to be effective. Such a facility needs to address current issues, gleaning out dubious material, signposting material effectively, and identifying a match to teaching needs. Materials accessed via this facility need to be in forms that are easy for teachers to download and store, of suitable lengths, and up-to-date. Audio-visual clips or programmes with added-value resources, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities should be linked wherever possible.

A library or archive facility relevant to specific subjects or Key Stages, a site for sharing ideas or lesson plans, and access to case studies of innovative and creative uses of AV resources should be developed as part of a national initiative. Reminder and contact facilities are needed, that feed details from a growing national library or archive through online lists and emails, highlighting new materials for teachers, ideally on a weekly basis. Staff development or training opportunities should be linked to this facility.

2. A BACKGROUND TO THE STUDY

2.1 The purpose and focus of this research

The aim of this research study was to gather evidence to support ERA in exploring possible ways to develop policies and approaches that could enhance teacher access to digital online resources. This aim arises from ERA's role as the licensing agency for educational use of radio and television broadcast and certain additional affiliated online digital resources in the United Kingdom (UK). The research is not concerned with legalities of use (whether schools are using the licence legally), but is concerned with identifying and exploring possible and appropriate policies, advice and mechanisms that can enhance practice in schools, to ease access to digital online resources where possible for teachers and learners.

The research evidence gathered to date is reported here, and from that evidence considers and offers both strategic recommendations and ideas, and recommendations and suggestions for schools and teachers. This report is concerned with exploring the possibilities for enhanced and more effective ways to support teachers' pedagogic needs and future practices using broadcast resources and resources affiliated to broadcasts (covering formats that are broadcast in audio as well as in video formats).

2.2 Policy and practitioner issues

In 2011, a national report of Pinsent Masons LLP, commissioned by Becta, and reproduced by Consumer Focus and the National Education Network (2011)¹ stated clearly the issues that schools and education authorities have faced with regard to copyright licensing. The report stated that "For educational establishments and their local authorities, the current licensing systems are costly, complex, time consuming, and confusing" (p.7).

The Hooper and Lynch (2012) *Copyright works – Streamlining copyright licensing for the digital age* independent report² for the Intellectual Property Office recommended, from a range of perspectives including economic and national perspectives, streamlining of systems and approaches, through the auspices of a Copyright Hub. The report went further, stating and recommending that "copyright licensing is not the core function of educational institutions and should therefore be streamlined to remove any additional burdens placed on schools and colleges" (p.4).

Following the instigation of mechanisms to begin to put in place the recommendations of the Hooper and Lynch report, a concern raised by a former Becta report can now be more fully explored in the context of a developing Copyright Hub. That concern stated that: "In order to assist teachers in navigating around the gaps left by the current licences, particularly with regards to digital material, technology could be developed to flag up copyright material covered by licences or a searchable database could be established" (p.9).

Certainly teachers currently use a wide range of online digital broadcast resources. The last annual statistical school return for England (Infogroup/ORC International, 2010)³ reported that:

- 96% of primary, 53% of secondary and 71% of special school teachers use digital online images in at least half of their lessons.
- 67% of primary, 42% of secondary and 64% of special school teachers use multimedia curriculum software in at least half of their lessons.
- 51% of primary, 47% of secondary and 59% of special school teachers use music and sound files in at least half of their lessons.
- 27% of primary, 41% of secondary and 48% of special school teachers use video or movie files in at least half of their lessons.

¹ Accessible at: <http://www.nen.gov.uk/news/239/learning-the-copyright-lessons.html>

² Accessible at: <http://www.ipo.gov.uk/dce-report-phase2.pdf>

³ Accessible at: http://dera.ioe.ac.uk/1544/1/becta_2010_htss_report.pdf

Before using any of these resources, teachers spend time in finding, selecting and identifying how to use them. A report for Espresso Education (Passey, 2011)⁴ identified details about these search and selection processes across a range of teachers, not just for Espresso Education resources but also for other digital broadcast resources that are accessed by teachers online. The evidence from a national sample of teachers in that report showed that:

- Most teachers who subscribed to Espresso Education used these resources regularly, at least once a week on average, but they also used non-Espresso resources more often than they used Espresso Education resources.
- Teachers took, on average, an estimated 6.85 minutes to find, vet and assess how to use an Espresso Education resource.
- They estimated it took some 13.35 minutes to find, vet and assess how to use a non-Espresso internet-based resource (nearly twice as long).

There are clear implications in terms of both time and associated costs involved (for teachers, schools, policy makers, and resource providers). This evidence was supported by other evidence gathered in a further study for Espresso Education (Passey, 2012)⁵, looking at findings from schools across a single local authority (LA). In the case of this LA, Espresso Education resources had been used and supported by the LA for many years. Yet findings indicated that levels of uses of non-Espresso resources were nevertheless high, with about 50% of each (Espresso Education and non-Espresso Education resources) used regularly. It is clear from this evidence, therefore, that many schools are using online broadcast resources other than those sourced from educational resource providers. Key questions for this study, therefore, are what patterns of use of broadcast online resources are occurring in practice, what issues are arising, how teachers are locating and selecting resources, and how an agency such as ERA can better support their uses of broadcast online resources to enhance vital practices in classrooms. The reports for Espresso Education (Passey, 2011; 2012) both indicate that schools seek digital resources that are not currently provided by educational resource providers; there are gaps in curriculum needs that teachers are filling from other sources. It is also clear that many high quality resources are broadcast not only through television channels such as the BBC and the National Geographic, but also through radio channels such as Classic FM. Whether and how teachers and schools utilise these resources, made accessible through the licensing provided by ERA, will be an issue explored within this research study.

2.3 Using video and audio clips for teaching and learning

Many teachers already use video and audio clips with learners to support teaching and learning. Increasingly, however, use of these clips is being identified by teachers in schools but their use to support learning and teaching is happening in home as well as in school situations. These resources are often specifically topic or subject based, applied to support specific teaching and learning needs within a single lesson. Often these resources do not provide content that covers the whole of a lesson; resources are selected and used by teachers and integrated with other forms of resources and activities. These resources are usually selected and used regularly, and constitute a part of a teacher's planning of lessons for their learners, not just within a week or a term, but over a number of years. The resources support:

“activities in forms accessible online by teachers as well as sometimes by learners at home, and in classrooms resources used on interactive whiteboards, in the form of video clips, teaching screens, mental activities or revision questions, such as those provided by Espresso Education. This form of digital technology will largely be accessed at a class level, although some follow-on work may be at a one-to-one level.” (Passey, 2013, p.71)

⁴ Accessible at: <http://eprints.lancs.ac.uk/40906>

⁵ Accessible at: [http://www.research.lancs.ac.uk/portal/en/people/don-passey\(4b39f726-fe92-4737-9b17-7687e6f739b9\)/publications.html](http://www.research.lancs.ac.uk/portal/en/people/don-passey(4b39f726-fe92-4737-9b17-7687e6f739b9)/publications.html)

Online resources to support teachers are becoming increasingly accessible, not just in the UK, but in other countries worldwide. For example, Zhuzhu and Xin (2010) reported back in 2008, that 260,000 rural schools across China received selected online resources, covering all subjects and disciplines for elementary and secondary schools. In the UK and in many other countries, audio-visual resources are accessed via interactive whiteboards, which have become a common tool in many classrooms; the latest annual statistical school return for England (Infogroup/ORC International, 2010) reported that 96% of primary, 53% of secondary and 71% of special school teachers use interactive whiteboard tools in at least half of their lessons. The role of the teacher in supporting access and learning is clearly vital.

Virtual learning environments (VLEs) are also providing learners with access to audio-visual resources. The same annual statistical school return for England (Infogroup/ORC International, 2010) reported that 67% of primary, 93% of secondary and 56% of special schools had a learning platform at that time (a large increase when compared to the numbers reported in previous years).

Teachers use audio-visual resources because they recognise the ways that these support teaching and learning, and lead to positive outcomes that they can identify in lessons and in learners. Positive gains arising when online resources are used when teachers intervene and interact with learners are reported in individual research studies as well as in meta-analyses that look at evidence from across a wide range of related studies (for example, Tamim et al., 2012). Passey (2011a)⁶ looked at uses of a specific audio-visual set of resources (Espresso Education) using a mixed methods approach, involving qualitative and quantitative elements of enquiry. Most teachers in that study “identified strongly with positive qualities they associate with Espresso resources – allowing children to understand things more easily, engaging pupils through a range of sensory routes, positively motivating pupils to learn, and getting wider ideas about topics or subject areas” (p. 2). But some researchers suggest the need for some caution when using certain audio-visual resources. Yang, Chang, Chien, Chien and Tseng (2013) showed with university learners watching visual slides in MS PowerPoint that more de-coding time of information and details was needed than was needed with text, for example.

Audio-visual resources offer particular qualities and affordances, but it should be recognised that different resources can bring different values and qualities. Richness in visual terms may be welcomed by teachers of art and media, while those rich in auditory qualities may be welcomed by teachers of music or literature. Many teachers in a primary school study (Passey, 2011a) indicated that audio-visual resources offered particular value when they showed real-life events and situations, were up-to-date, provided regular news items, with language and content to suit different groups of learners with different levels of abilities, including different levels of literacy and communication abilities. Uses of audio-visual resources to support teaching and learning are reported in settings with whole class groups, as well as in settings concerned with topic and group work, to support learning needs across subjects, in the humanities as well as in core subjects of literacy, mathematics and science, or in more specialist subject topics in religious education and personal, social and health education. The latest annual statistical school return for England (Infogroup/ORC International, 2010) reported that:

- 77% of primary, 70% of secondary and 66% of special school teachers used digital learning resources in at least half of their lessons to teacher new subject matter.
- 74% of primary, 61% of secondary and 67% of special school teachers used digital learning resources in at least half of their lessons as demonstrations.
- 64% of primary, 69% of secondary and 66% of special school teachers used digital learning resources in at least half of their lessons as presentations.
- 33% of primary, 39% of secondary and 53% of special school teachers used digital learning resources in at least half of their lessons to support learners in small groups.
- 32% of primary, 44% of secondary and 51% of special school teachers used digital learning resources in at least half of their lessons for learners to work alone in class.

⁶ Accessible at: <http://eprints.lancs.ac.uk/40904>

- 11% of primary, 40% of secondary and 10% of special school teachers used digital learning resources in at least half of their lessons for learners to work at home.

Benefits arising from uses of audio-visual resources range across learning areas. In a primary school context these cover: “megacognition (gaining a big picture, involving meaningful learning); cognition (acquisition of ideas and knowledge, generating ideas, gaining understanding, memorisation and retention of ideas and knowledge, encouraging speaking); and social interactions (explanation, illustration, consolidation, initiating exploration)” (Passey, 2011a, p. 2).

Across school age groups more generally, evidence shows that (Passey, 2013) in terms of megacognitive elements of learning supported by uses of audio-visual resources:

- Teachers and learners can work in a Zone of Proximal Development, in a Zone of Proximal Adjustment (adjusting to needs of specific learners and their background understanding), in a Zone of Available Assistance (providing cues and ideas of how to deepen understanding), and in a Zone of Collaboration (with teachers and other learners) (Luckin, 2012).
- A transfer of learning can occur when understanding is applied in different contexts.
- Meaningful and authentic learning can occur when news and real-world resources are used.
- Reflecting on previous learning can occur when audio-visual resources are used to stimulate discussion and questioning.

In terms of cognitive elements of learning supported by uses of audio-visual resources:

- Enhanced attention is often reported by teachers when resources are highly visual (with video and still imagery), auditory (through audio and video clips), emotional (stimulating feelings of empathy, or joy, or concern, for example), social (stimulating discussions), textual (with text appropriate for different learners), or musical (which might include songs, jingles, or the playing of specific pieces or instruments, for example).
- Acquisition or reception of facts, ideas and understanding is reported by teachers, when learners search, summarise key points, generate ideas from those presented, hypothesise when seeing stimulating material, and imagine better the detail of certain contexts.
- Gaining subject and topic skills and understanding are reported by teachers and identified in some studies.
- Acquisition of facts is commonly reported, as is comprehension of facts and knowledge, application of facts when teachers question learners and extend the use of the resources to other activities, analysis can be supported when teachers ask appropriate questions, synthesis can occur when learners draw ideas together, and evaluation can occur when teachers ask learners to reflect on what they have seen or heard.
- Creativity can be stimulated and supported by audio-visual resources, as can enquiring, questioning, conceptualising, comparing, reasoning, and interpreting.
- Retention of ideas, facts and understanding is reported by teachers to be enhanced.
- Writing can be supported (stimulated by the content of audio-visual resources), as can speaking (perhaps from questioning), presenting (summaries or key ideas), or drawing (stimulated by resource content).

In terms of social elements of learning supported by uses of audio-visual resources:

- Instruction can be aided.
- Explanation and illustration can be supported through appropriate examples and the detail they offer, as can direction and demonstration.
- Discussion can be encouraged by stimulating content.
- Teachers can see opportunities to support scaffolding, questioning, and speculation (when asking learners to explain or to describe details, for example).
- Consolidation can be supported when resources offer another or different perspective.
- Teachers can use audio-visual resources to initiate and guide exploration of topics and issues, and to evaluate learner responses.

In terms of societal elements of learning supported by uses of audio-visual resources:

- Learners can gain an appreciative view of caring thinking (about others and others' cultures, for example), they can gain ideas of how to respond in certain contexts, seeing normative examples of appropriate concern and behaviour, what impacts on others certain behaviours have (for example, when younger learners move to a secondary school), and they can empathise with the feelings of others.
- Audio-visual resources can cover aspects of longer-term interests in education, aspects of citizenship (developing social responsibility), of work (through examples of how individuals work in adult environments), and recreation (widening interest through different experiences and activities).

3. THE RESEARCH STUDY

3.1 Research aims

The research aim overall was to establish how the ERA could best facilitate and encourage use of ERA- licensed material in the classroom, largely, but not limited to, uses with learners in classrooms via interactive whiteboards and personal computers (including laptops). Within this overall aim, more specific research objectives have been concerned with considering and identifying:

- Reasons why teachers elect to use content-rich, commercially-produced items of software, commercial services such as Espresso Education and Clipbank resources, and other sources of content such as those accessible from the Khan Academy or YouTube.
- Levels of teachers' awareness about the availability of resources and techniques that could support their practices, such as 'libraries' of resources via, for example, ClickView Exchange or Box of Broadcasts (BoB). These facilities enable ERA-licensed recordings and clips to be accessed and shared between schools and colleges. This ensures access to clips and recordings previously identified or recommended by teachers.
- The usefulness of features such as:
 - Compression of material into clips suitable for use in a lesson (as opposed to using whole programmes).
 - Ease of access.
 - Value-added features such as worksheets, study sheets, and lesson plans.
- Knowing where to look for resource material, whether it is 'catalogued' into, for example, subject group or Key Stage for suitability (such as the navigation provided for resources that teachers submit to the TES and Guardian educational resources banks, which include multi-media as well as resources in other formats).

3.2 Research methodology

To establish a useful evidence base to make recommendations to ERA, data were gathered in this study in two phases. The first phase involved a largely qualitative approach, gathering evidence from a number of focus groups of teachers and key informants via email. In this phase, key concerns, ideas and issues were gathered, an analysis of these was undertaken, and the findings informed the second phase of the study. The second phase deployed an online survey, accessible to all teachers across the UK, and made known to them through a number of national and local groups and routes.

3.3 Data collection

In the first phase, a number of focus groups were involved, as well as data being gathered through email surveys, to seek representativeness of views, to reflect as wide a range of educational institutions, ages of learners taught, and needs of teachers in different settings as possible. The survey instrument used is presented in Appendix A. For each focus group, an experienced researcher was present, an agreed semi-structured interview schedule was used, with identified key questions, and these questions were discussed by the group.

Data gathered in this phase are presented and discussed in Chapters 4 and 5 of this report. In Chapter 4, overview findings are presented and discussed. In Chapter 5, specific case studies, examples of practices at school and teacher level, are offered.

In the second phase, key points arising from the key informant responses in the first phase were used to finalise an online survey. The survey instrument is presented in Appendix B. For this phase, a range of support agencies made the survey known and accessible through their different networks. The support agencies included the Schools' Network, the London Grid for Learning, Cumbria and Lancashire Education Online, Prospects Academies, training schools and individual schools, in-service and pre-service training providers, and ERA.

Data gathered in this phase are presented and discussed in Chapter 6 of this report. In Chapter 6 a more quantitative approach is taken, using the width of evidence gathered from across the UK.

4. KEY INFORMANT RESPONSES

4.1 Key informant background

By the end of March 2013, 37 teacher responses had been collected from key informant focus groups and email survey returns. Of the 37 responses:

- 10 were from primary school teachers.
- 25 were from secondary school teachers.
- 2 were from special school teachers.
- 9 were from teachers in inner city locations.
- 17 were from teachers in rural locations.
- 11 were from teachers in urban locations.

Teachers were represented from across the entire age range of schools – from foundation to Key Stage 5 (3 to 19 years of age). Subject teachers were widely represented: covering mathematics; English; science; drama; geography; information and communication technologies (ICT); sociology; design and technology; personal, social and health education (PSHE); citizenship; careers; music; media studies; modern foreign languages; business; economics; and communications.

4.2 Data analysis

From the data gathered, an analysis of responses was undertaken using a grounded theory method, with coding of key points, and an identification of major and minor codes (identifying issues, concerns and suggestions at these two levels). These points were identified in order to consider how they could be used further to inform outcomes at three levels:

- A qualitative understanding of the key issues, concerns and suggestions for future practices.
- Possible contacts for follow-up where case studies or clarification of points were sought.
- A framework for questions for the wider subsequent survey.

4.3 Key points arising

Key points arising from discussions with key informants concerned:

- Levels of use of audio-visual resources. One teacher reported using audio-visual broadcast resources every day, 17 reported using them regularly, 15 reported using them occasionally, and 3 reported using them rarely. While these levels of use varied, teachers indicated the positive values that audio-visual resources brought to their teaching and learning.
- Barriers to use. These included blocking of websites and access to useful resources (including YouTube), concerns about copyright and access laws being infringed, not being able to find relevant material, limited access to or low levels of technologies in classrooms, slow access via the internet or network (affecting sound quality), media playing software not being installed or accessible, and the need to find recent and up-to-date material.
- Where audio-visual resources are used. Teachers reported uses of audio-visual resources in classrooms, in resource centres and for viewing by learners at home. Most access was reported in schools, but uses for learner homework activities were highlighted by many secondary school teachers. Uses of audio files were reported specifically by some teachers.
- Where teachers view and select 'new' resources. The vast majority of the teachers reported that they viewed them initially at home (32 of the 37). Of the total, only 4 reported viewing resources only at school.
- The sources and formats of resources used. Teachers reported that they use audio-visual broadcast materials in a range of formats, but DVDs, BBC iPlayer, YouTube and embedded forms with MS PowerPoint were all reported frequently. Additionally, iTunes, Espresso, Channel 4, BBC Learning, stored videos on a server, TeacherTube, and audio CDs were reported as sources.

- Important features of audio-visual broadcast resources. Teachers reported that important features include subject range, age appropriateness, visual features, current news clips, demonstrations, documentaries, alternative teaching voice, animations, sound quality, showing items that cannot be brought into schools, alternative explanations, concept clarity, reinforcement, greater depth, simplification of concepts, bringing topics to life, representing social contexts, having audio texts and subtitles, reliability of source, live action, and interactivity.
- Searching and using 'new' resources. Teachers reported often having to search for audio-visual material to suit their needs, from several times a day to rarely. Problems additional to those stated above included the sheer volume of material to sort through, the difficulty of keeping copies of materials that are found to be useful, and lack of access to up-to-date resources.
- The most useful forms of resources. The vast majority of teachers indicated that clips or compilations are much more useful than whole programmes. But some teachers indicated that whole programmes are also useful on occasions. Having access to audio clips from the radio was also highlighted as useful and important by some teachers.
- Facilities to help teachers. Teachers reported that they would value more effective search and access facilities. They highlighted the need for accurate titling of clips, brief descriptions, ease of searching, and access to online summaries and search lists. A large majority also reported that they would welcome email reminders by subject and topic (perhaps weekly).
- Staff development on using audio-visual resources. Many teachers (25 out of 37) indicated they would like staff development activities or training courses on the potential uses of broadcast material, but some indicated the need for this to be of excellent quality, offering something better than that being done already, and offering a research perspectives on impacts on learning.

5. CASE STUDY EXAMPLES

The first phase of data collection, through focus group discussions and email survey responses, gathered responses that allow individual contexts and teacher situations to be considered in some depth. A number of case studies are offered here, which consider specific teacher and school contexts. These case studies show the critical importance of understanding the needs of specific teachers when considering issues to support wider access to and uses of audio-visual resources.

5.1 Case study 1 – a learning resources (library) assistant

Uses of audio-visual resources

This case study describes how a learning resources (library) assistant is involved in supporting access to and uses of audio-visual resources for teachers in a college in Wales. As the learning resources assistant says, “AV materials have always been heavily used – some departments more than others”. Film and media, and English departments have used films and television programmes a great deal, but other departments such as sociology have also used AV materials a lot. The materials provided for departments by the learning resources centre were originally in video format, then in digital versatile disc (DVD) format, but teachers are now increasingly accessing materials on the VLE platform.

Since the VLE has been introduced, it has been found that teachers have shown more interest in accessing AV materials. But this has increased demands, as suitable materials that are in digital form need to be found for all courses. The college has faced additional challenges due to the requirements of the Welsh Baccalaureate, which requires digital resources in the Welsh language. The learning resources assistant has found that this has been able to be met successfully using television (TV) recordings and DVDs.

From feedback from teachers, the main reported attraction of audio-visual materials is that they are “designed to be popular and accessible for the public – a programme, for example, on volcanoes presented by Tony Robinson may prove vastly more interesting and informative for students brought up in a visual age than a text book full of scientific data”.

But there are barriers and issues that teachers and learners in the college face. For example, Moodle digital programmes cannot be watched off site, and they cannot be watched on site with mobile devices such as laptops. As these forms of learning access (informal off-site and on-site mobile access) constitute major elements of teaching and learning (limiting access for both teachers and learners), this is a clear problem. Teachers have also reported problems in accessing computers in classrooms, but their interest in using the resources is high.

Where audio-visual resources are used

Audio-visual material in the college is usually used for teaching purposes in classrooms (as a shared activity with the class or groups), or within a resource centre or library. This is particularly the case more recently since digital formats have been accessed on Moodle and cannot be accessed outside the college. Learners taking film and media courses often take DVDs home, “but this is the exception to the rule”. A catalogue search for audio-visual material can be undertaken off site, using the college’s web access.

The forms of audio-visual resources

As the learning resources assistant says, videos “have been deleted completely” from the learning resources centre stocks “as they are now seen as out dated”. However, “DVDs are still heavily used (especially for film studies as we cannot put films onto Moodle), but we are increasingly moving towards digital formats”. Staff in the centre “now only burn DVDs for staff of recordings if specifically requested to do so”.

The learning resources assistant finds that there is an occasional need to search for suitable audio-visual material rather than having access to a known recognised source, “but not often”. The college

uses an inter-library Council for Learning Resources in Colleges (COLRIC) service to request recordings from other ERA-compliant colleges and universities. This source is usually found to provide suitable resources. Although the college is aware that it could purchase specific educational recordings from the BBC, say, they “find their costs to be far too high”.

In terms of using clips of programmes or compilations of programme clips on the same topic, originally the centre Moodle page presenting the library of resources listed and provided access to digital clips. However, it was “found that these tended to be of less interest than the ability for staff and students to access an entire programme”. As the learning resources assistant explains, “lessons can be up to two hours in length, tutors often prefer to be able to show an entire programme, stopping it as required, than a clip lasting a few minutes”.

Supporting more effective use

The learning resources assistant says that: “One definite improvement would be a clearer demarcation of what can and cannot be recorded (a special symbol perhaps – or newsletters from broadcasters/ERA giving us this information)”. As the college does not have an Open University (OU) licence, they do not record these programmes, “but there has been confusion as to what constitutes an OU programme.” It is reported that, for example, the OU helpline has told another college that it was acceptable “to record their programmes even without a licence”. As the learning resources assistant states: “If they cannot be clear on the regulations, then how can we be sure we are recording legally?”

5.2 Case study 2 – a media studies teacher in a rural secondary school

Uses of audio-visual resources

This case study describes how a teacher and head of department of media studies in a rural secondary school accesses and uses audio-visual resources. This teacher relies heavily on access to and uses of audio-visual resources; as he says, they are used in “every lesson”. Such high reliance on uses of the resources may well highlight barriers and issues that could arise and would be more specifically identified. He finds the school’s internet speed is limiting, and this affects sound quality particularly, often meaning that the sound fails.

Although a media studies department will focus on studying audio-visual resources as a part of its subject content, the formats are also recognised as providing features that support more general teaching and learning needs. As the media studies teacher says, the audio-visual resources are used in teaching as “engagement is massively increased”.

Where audio-visual resources are used

The audio-visual resources are used during lessons, but are also placed on a learner shared area so that they can be viewed outside lessons. Although the teacher is able to access resources both in school and at home to view them for suitability for use in lessons, he finds it easier to do this at home, as there is less restricted access to material.

The forms of audio-visual resources

The teacher uses a range of audio-visual formats: DVD; electronic video-files; downloads of YouTube videos; and Moving Picture Experts Group Layer-3 (MP3) files.

Searching for suitable audio-visual materials is a key need for this teacher. As he says, “in media, resources have a life span - so usually we will update imagery/clips to keep lessons looking new and fresh (and engaging for students who relate to images or things they know)”. In terms of using either clips or whole programmes or compilations, the teacher says that “clips slip into lessons much better and allow lessons to be structured around them. Having the entire programme is often a hindrance”.

Supporting more effective use

In terms of reminders or contact about broadcast material that is and becomes available, this teacher says that it would be useful to know about “new clips to relate to exam topics”. In terms of staff development opportunities, this would be of possible interest, depending on content and approach.

5.3 Case study 3 – an e-learning co-ordinator in an urban primary school

Uses of audio-visual resources

This case study describes how an e-learning co-ordinator in an urban primary school accesses and uses audio-visual resources, and supports use by other teachers across the school. The e-learning co-ordinator describes access and levels of use of audio-visual resources in the school as “regular”. As she says, “we normally use clips that school has bought - Espresso mainly.” Teachers are looking for resources that are: “Age appropriate and relevant to specific subjects.” As teachers work in teams across the school, and plan lessons in advance, the audio-visual resources are searched for in advance of lessons every half term.

Where audio-visual resources are used

The audio-visual resources are normally used in a classroom setting, with a whole class or with a smaller group in the class. When searching for suitable resources, the e-learning co-ordinator does this at home, using Espresso Home Access.

The forms of audio-visual resources

In terms of formats of the audio-visual resources, as the e-learning co-ordinator says, these are: “Mostly Espresso streamed video although we do have some video stored on the server.” In terms of using clips or programmes or compilations, teachers mainly choose to use short clips.

Supporting more effective use

To support teachers’ access and use, the e-learning co-ordinator would find information useful on “posters and emails relevant to all subjects”. Opportunities to be involved in staff development or training activities would be welcomed.

5.4 Case study 4 – an e-learning co-ordinator in an urban special school

Uses of audio-visual resources

This case study describes how an e-learning co-ordinator in an urban special school accesses and uses audio-visual resources, and support uses by other teachers. The school specialises in supporting learners with communication needs on the autistic spectrum.

The e-learning co-ordinator describes levels of use of audio-visual resources across the school as “occasional”. Even though use may not be high, it is clear that reliance is placed on these resources to support learners with special educational needs (SEN). As the e-learning co-ordinator says, audio-visual resources “add a visual element to teaching necessary for the needs of our pupils who are all on the Autistic spectrum”.

Teachers face a number of barriers and issues when considering using audio-visual resources: “Accessibility of material; copyright laws regarding acquisition of material; relevance of the material we are able to access (working with SEN means we have to change a lot of materials and the implications of this)”. It has been found that there is a “lack of resources at a relevant level for our pupils”. This concerns specifically a lack of age-appropriate material at a level suitably matching the communication abilities and needs of the learners.

Where audio-visual resources are used

Audio-visual resources are used in classroom settings with learners, while teachers tend to search for suitable resources at home rather than at school.

The forms of audio-visual resources

Videos are “stored centrally on our server” and DVDs are kept on-site. The e-learning co-ordinator reports that some teachers now purchase ready-made MS PowerPoints that include “authorised media within them to ensure they are not breaching copyright”. The school also uses Espresso and BBC resources.

In terms of using clips, programmes or compilations: “Clips are much more useful as we can tailor the resources to the level of need for the pupils. Most pupils would not understand a whole programme, but they may understand small parts of it”.

Supporting more effective use

The e-learning co-ordinator would find it useful to have reminders or contact about broadcast material, particularly those relating to literacy and numeracy. Opportunities to be involved in staff development or training activities would be welcomed.

5.5 Case study 5 – a primary school advisor in an urban city authority

Uses of audio-visual resources

This case study describes how a primary school advisor in an urban city authority accesses and uses audio-visual resources, and supports teachers in their uses in primary schools. The advisor describes her levels of use of audio-visual resources and in primary classrooms as being “occasional”. She says that the qualities that are valued by teachers are: “Good animations and sound quality”. She often searches for resources that will match the teaching needs of specific topics.

The advisor states that main barriers and challenges that teachers face concern: “Number of devices – space on computers to upload and keep evidence”.

Where audio-visual resources are used

The advisor sees uses of audio-visual resources mainly in classroom settings, either with the class as a whole, with groups or with individuals. When searching for resources to use, she finds that teachers do this in school and at home.

The forms of audio-visual resources

The advisor finds that schools use a range of forms of audio-visual resources, including DVDs, videos stored centrally in a catalogued form such as in a library, or materials stored digitally on a central server. In terms of using clips, or whole programmes, or compilations, she finds that clips or compilations are more useful as the teacher is then “more in control of aspect I want to cover in my lessons”.

Supporting more effective use

In terms of reminders or contact about broadcast material, the advisor would welcome emails detailing resources about specific primary subjects. Opportunities to be involved in staff development or training activities would be welcomed.

5.6 Case study 6 – a music teacher and head of department in a rural secondary school

Uses of audio-visual resources

This case study describes how a teacher and head of department of music in a rural secondary school accesses and uses audio-visual resources. He describes his level of use of audio-visual resources as “regular”. Key reasons for using audio-visual resources in this subject are: “the ability to see the instruments that are being played”, demonstration of instruments, having resources that the school does not have, and their being “more engaging for the students”.

Barriers and challenges that are faced by the head of department and teachers include the network filtering system not providing access to resources that are deemed suitable, the internet not working at

times, and videos being removed from YouTube. The teacher is searching for audio-visual resources “daily - what is lacking is the ability to store AV files legally without use of internet”.

Where audio-visual resources are used

In terms of where audio-visual resources are used, the teacher says that this is “usually as a class as students do not have access to YouTube”. He says that MP3 files are put on the network for learners to listen to, and homework at Key Stage 4 is set and often based around uses of audio-visual material.

When searching for resources, the teacher does this both in school and at home.

The forms of audio-visual resources

The teacher uses audio-visual resources in the form of DVDs, MP3s, as embedded film in ActivStudio (software for presentation on interactive whiteboards), or they are on a shared network drive. The use of BBC iPlayer is found to be limiting, due to having only 7 days availability after a programme is broadcast. Interactive whiteboards are used frequently for presenting and discussing resources, while it has been found that the VLE is “not really adequate due to file size”, limiting uploads and downloads.

In terms of clips, or whole programmes, or compilations, clips are found by the teacher to be “far more valuable”.

Supporting more effective use

The teacher would find reminders or contact about broadcast resources helpful. As he says; “A website with AV files on different topics would be great”. Opportunities to be involved in staff development or training activities would be welcomed.

6. QUESTIONNAIRE RESULTS

6.1 Respondents

By the middle of May 2013, 45 responses had been received through the online survey. Although a small number of teachers overall, the number can nevertheless be used to provide useful indicators.

The respondents represented three of the four nations across the UK. Of the 45 teacher responses, 37 teach in England, 7 in Scotland, and 1 in Wales. They also represent teachers supporting different catchment areas of learners. Of the 45 teachers, 18 reported that they teach in schools in inner city locations, 6 in urban locations, 8 in suburban areas, 10 in town locations, and 3 in rural areas. The teachers also represented a wide range of age ranges taught. Of the 45, 4 teach a 7 to 11 year old age group, 12 teach an 11 to 14 year old age group, 22 teach a 14 to 16 year old age group, and 7 teach learners over 16 years of age.

The regularity of use of audio-visual materials (including clips) in classrooms varied. Of the 45, 29 said they were regular users, 14 said they were occasional users, and 2 said they were rare users. Teachers were asked how much of the audio-visual materials were sourced from broadcasts, online services or archives that are known to be covered by ERA licences. Of the 45, 3 said all, 9 said some, 5 said not a great deal, 1 said none, but the majority, 27, said they were not sure.

So, while the respondents covered a representation of teachers in terms of locality, age ranges taught, and levels of use of audio-visual material in the classroom, most teachers were not sure whether resources they sourced from broadcasts, online services or archives are covered by their licensing arrangements. Whether this affects teacher access and uses of resources, and whether this is a limiting factor will be explored later, but it is clear that teachers generally appear to need much more information about their rights to access and use audio-visual resources.

6.2 Barriers to use and factors affecting use

Teachers were asked whether they faced certain barriers in using audio-visual materials for teaching. Their responses are shown in Table 1.

Barrier	Frequency (n=45)
Blocked internet access or websites	27
Slow internet or network access	24
Time to find suitable resources	24
Time to find good quality resources	21
Media playing software is not installed or accessible	13
Not appropriate for the pupils I teach	13
Concerns with copyright and saving copies of audio or audio-visual files	10
Level of technology in the classroom is not adequate	7
Technology not accessible in the classroom	4

Table 1: Barriers facing teachers accessing and using audio-visual resources

Of these factors:

- Some are concerned with internal or local issues – blocked internet access or websites; slow internet or network access; media playing software not installed or accessible; levels of technology in the classroom not being adequate; technology is not accessible in the classroom.
- Some are concerned with wider issues – time to find suitable resources; time to find good quality resources; resources are not appropriate for learners being taught; concerns with copyright and saving copies.

The second set of issues concerned factors that should be considered at a policy level:

- Exploring ways to reduce the time that teachers take in finding suitable quality resources.

- Exploring ways to identify suitability of resources for teacher needs in terms of age and lesson needs.
- Raising awareness of teachers to their rights with regards to access, copyright and saving copies of audio-visual resources.

In terms of time needs, teachers were asked roughly how long it took them to find suitable audio-visual material. Their responses are shown in Table 2.

Time needed to find resources	Frequency (n=45)
Under 1 minute.	1
Between 1 and 2 minutes.	1
Between 2 and 5 minutes.	2
Between 5 and 10 minutes.	8
Between 10 and 15 minutes.	18
Over 15 minutes.	15

Table 2: Time involved when teachers find and select audio-visual resources

These responses indicate that teachers are on average taking perhaps 15 minutes to find suitable online audio-visual material. A more accurate average can be found by calculating an arithmetic average, based on mean times in each time range, and taking 20 minutes as the mean for the last time range (although this might be an underestimated mean). Using these mean figures, the calculation of the arithmetic average is shown in Table 3.

Average time needed to find resources (in minutes)	Frequency (n=45)	Average time * frequency
0.5	1	0.5
1.5	1	1.5
3.5	2	7
7.5	8	60
12.5	18	225
20	15	300
Total	45	13.2

Table 3: Average time needed for a teacher to find and select an audio-visual resource

The calculated arithmetic average is 13.2 minutes, which is very close to the figure calculated (13.35 minutes) in another study (Passey, 2011).

Teachers were asked which processes involved in searching and selecting ‘new’ resources to use incurred the most time for them. Their responses are shown in Table 4.

Process involved	Frequency (n=45)
Viewing the source to match how you can use it best with pupils	19
Vetting the source for quality	11
Finding the resource	10
Ensuring it is appropriate	5
Ensuring it is up-to-date	0

Table 4: The most time-consuming processes when teachers find and select audio-visual resources

From the responses it is clear that the most time consuming process for teachers was finding a match of a resource to the needs of learners. Other time-consuming factors were vetting quality, and finding the resource.

To help teachers in these respects, there is a clear need for:

- Tagging of resources in ways that allow a teacher to match learner and class needs.
- Having access to a known quality resource bank.
- Having access to a system that allows ease of access to audio-visual resources.

6.3 How teachers use audio-visual resources

How teachers use audio-visual resources is likely to affect the ways that such resources might be supported. Teachers were asked where audio-visual materials were used. Their responses are shown in Table 5.

Where materials are used	Frequency (n=45)
In the classroom	41
They are viewed by pupils in their own time off site	13
As a shared activity with the class or groups	12
They are viewed by pupils in their own time on site	7
Within a resource centre or library	1

Table 5: Where learners use audio-visual resources

Most teachers clearly used audio-visual materials in their classrooms. However, a significant proportion of teachers encouraged learners to view them in their own time at home, or use them as part of a shared activity with the class or groups of learners. Access to and use of audio-visual resources by teachers and learners, therefore, need to accommodate:

- Use by individuals as well as groups and whole classes.
- Use at home as well as at school.

Teachers were asked where they view audio-visual resources when they are considering using them in their teaching. Their responses are shown in Table 6.

Where resources are viewed by teachers	Frequency (n=45)
At home	32
At school	21
Somewhere else	0

Table 6: Where teachers view audio-visual resources

It is clear from these responses that teachers need access to audio-visual resources at home as well as at school when considering them for use in their teaching. Teachers are likely to value, in this context, access to resources in forms that will be the same as those held in a school, for example, without advertising or affiliated content.

6.4 The forms of resources that teachers use

Audio-visual resources are accessible to teachers in a variety of formats. Teachers were asked in what formats they used materials with their learners. Their responses are shown in Table 7.

Format	Frequency (n=45)
In the form of DVDs	30
From On Demand Services, such as BBC iPlayer	25
Spontaneous searches (that might result from a classroom discussion, for example)	25
Materials stored digitally on a central server	22
Embedded in MS PowerPoint presentations or similar	20
Video material from the Learning Zone via an interactive whiteboard	16
Videos stored centrally in a catalogued form such as in a library	13
Sourced digitally and delivered via an intranet or a VLE	13
Commercial products such as those from Espresso Education	7
In the form of audio CDs	4

Table 7: Formats in which audio-visual resources are sourced

These responses indicate that:

- Many teachers used audio-visual resources in a DVD format. It appears likely that teachers could benefit from being able to create these, or have these created for them within their library or resources services. It should be noted that this practice is permissible under ERA licences if the resource being copied is an ERA recording.
- On Demand Services, such as BBC iPlayer, are also commonly used. Access to such services is clearly a growing requirement to support teachers. In this context also, the key informant phase of the research highlighted how Box of Broadcasts (BoB) is used by some schools to create Flash video files of recorded broadcast television and radio programmes.
- Spontaneous searches (that might result from a classroom discussion, for example) are also common, and this is clearly where better signposting, web services and tagging would support teachers more.
- Materials stored digitally on a central server are used by teachers. This form of access is clearly of value to teachers, and likely to increasing as uses of VLEs become more embedded across schools and extend to home access and use by learners.
- Resources embedded in MS PowerPoint presentations or similar are used, and this facility might encourage a wider use of resources if they were already created in this format.
- Video material from the Learning Zone via an interactive whiteboard is used. Having access to such a facility could clearly support teachers further.

Teachers were asked whether they accessed resources from certain broadcast sources. Their responses are shown in Table 8.

Source	Frequency (n=45)
The National Geographic channel	6
The History channel	11
Radio programmes	10

Table 8: Levels of use of some specific audio-visual resource sources

It is clear that a significant number of these teachers (about one quarter), sourced materials from The History channel and from radio programmes. A smaller number, perhaps one seventh, sourced materials from The National Geographic channel. The width of sources that teachers use is clearly wide, and supporting access to and use of sources will need to take wide ranges of sources into account.

6.5 Levels of access and issues concerned with access

Teachers were asked how often they sourced audio-visual materials. Their responses are shown in Table 9.

How often teachers source resources	Frequency (n=45)
Less than once a month	5
About once a month	13
Less than once a week	5
About once a week	17
Almost every day	4

Table 9: how often teachers source audio-visual resources

Teachers appear to be possibly divided into two distinct groups of users when considered from a frequency of access perspective; they either tend to access about once a month, or about once a week. On average it appears that teachers sourced audio-visual resources about once a week to once a fortnight.

If this figure can be generalised to the wider teacher population, and if the figure concerned with time involved in finding a suitable resource can also be generalised to the wider teacher population, then on

average each teacher is taking about 13.2 minutes of time every 10 days in finding a suitable audio-visual resource. Teachers work 39 weeks a year, but their preparation time goes beyond this, so they are likely to work about 45 weeks a year on preparation. This equates to 45 times 7 days, which is 315 days, so in a year a teacher might spend 13.2 times 31.5 minutes a year in searching for suitable resources. This comes to 415.8 minutes, or 6.93 hours. If, with a suitable search facility, this time could be halved, then the time saved in a year for the 674,300 full-time teachers and teaching assistants (DfE, 2013) in England alone (as both are known to search and select audio-visual resources for use in classrooms), would be 2,336,450 hours. At an hourly cost of £60, this amounts to a time-cost saving of £140,186,970.

While the amount of time involved for an individual teacher might seem to be small, it is clear from earlier evidence that teachers may well not devote time to this endeavour if time constraints are a more general issue (and time was identified as a main barrier in Table 1). Teachers were asked what issues are concerned when they search for audio-visual broadcast material. Their responses are shown in Table 10.

Issues facing teachers when searching for resources	Frequency (n=45)
Too much material of dubious quality	24
Material is not well signposted	22
Material does not fit my teaching well	19
It is difficult to download and store copies	17
Material is too long to be used	13
Too much material available	12
Up-to-date material is not easy to find	12

Table 10: Issues faced by teachers when they search for audio-visual resources

It is clear that teachers face many issues when searching for and preparing to use audio-visual broadcast materials. Commonly, they feel there is a great deal of dubious material available, that material is not well signposted, and it may not fit their teaching well. Additionally, it may be difficult for them to download and store, the material may not be a suitable length, and up-to-date material may not be easily accessible.

From the responses above, it is clear that if teachers are to use audio-visual broadcast resources more, then time constraints are not the only issue that needs to be resolved. There are clearly a number of interconnected issues that need to be addressed at a systemic level if teachers are to devote more than 7 hours (1 day) a year to selecting suitable audio-visual resources for uses in their classrooms.

6.6 Forms of resources that teachers would find useful

If audio-visual broadcast resources are to be used by teachers, they not only need to match their current forms and routes of access, but also need to match the ways they use them with other resources and within their pedagogical practices in classrooms.

Teachers were asked which VLEs were used when they accessed resources through this route. Of the 45 teachers, 4 stated Moodle was their VLE, one stated RM, one stated the London MLE, one stated Fronter, one stated Blackboard, one stated e-portal, and two indicated they were not sure. This suggests that audio-visual resources need to be easily accessible through these routes if teachers are to access and use them. VLEs used by schools need to support the variety of audio-visual resource formats that teachers might want to access and use.

Teachers were asked whether they would use clips or programmes that had added-value resources with them, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities. Their responses are shown in Table 11.

Interest in added-value materials	Frequency (n=45)
Use these already	9
Would like to use these	33
Am not interested in these	3

Table 11: Teacher interest in having added-value materials with audio-visual resources

It is clear from these responses that some teachers have used added-value resources already when using audio-visual materials, but that many teachers would like to have access to these forms of resource.

Teachers were asked what features they valued when using audio-visual broadcast materials. Their responses are shown in Table 12.

Feature valued	Frequency (n=45)
Visually stimulating	42
They bring topics to life	42
They show things I can't show otherwise	31
They reinforce what I've done	31
They provide an alternative teacher voice	28
They extend learner's horizons	26
Good demonstrations	24
Resources encourage discussion and active involvement in thinking in lessons	24
They explain things well	21
They clarify concepts well or simplify them	21
They provide an alternative explanation	18
They offer more depth	16
Resources keep pupils on task	15
Age appropriateness	13
The source is reliable	11
Material is up-to-date	11
They have features such as sub-titles	7
Auditory material is stimulating	3
They can be used with assistive technologies	2

Table 12: Features of audio-visual resources that teachers value

Clearly all of these features are valued by teachers, but there are features that are more commonly identified, and these are likely to frame the sorts of criteria that should be applied when considering selection for uses of audio-visual resources for or by teachers. They concern:

- Visual stimulation – resources must be stimulating visually.
- They must bring topics to life.
- They should show things that teachers cannot show otherwise.
- They should reinforce what has been done in other ways.
- They should provide an alternative teacher voice.
- They should extend learners' horizons.
- They should offer good demonstrations.
- Resources should encourage discussion and active involvement in thinking in lessons.
- They should explain things well.
- They should clarify concepts well or simplify them.

6.7 Finding suitable resources

Teachers clearly source materials already, but they may do this in different ways and use different sources. Teachers were asked who identifies which resources are useful. Their responses are shown in Table 13.

Who identifies useful resources	Frequency (n=45)
I search for them myself	44
I use well-known resources	14
I use the advice of others	17

Table 13: Who identifies useful audio-visual resources in a school

It is clear that in the vast majority of cases it is the teacher who identifies which resources will be useful. But many take advice from others, or use well-known resources. Any development of future access models will need to accommodate the role of teachers here, as well as the roles of others, such as learning resource centre personnel and educational providers.

Teachers were asked which sources they already use when accessing on-demand services. Their responses are shown in Table 14.

On Demand source	Frequency (n=45)
BBC i-Player	33
YouTube	33
Others	11
4 On Demand	8
ITV Player	4
S4C/Clic	1
Demand 5	0

Table 14: Sources of On Demand services

These teachers clearly mostly accessed BBC i-Player and YouTube. Teachers were also asked whether they had contemplated using another platform to access audio-visual materials. Their responses are shown in Table 15.

Resource considered	Frequency (n=45)
TES Online	17
Espresso Education or ClipBank	6
Guardian Online	6
Education City	3
Mathletics	2
ClickView Exchange	0

Table 15: Resource providers considered by teachers

About a third of the teachers have contemplated accessing TES Online, with smaller numbers contemplating other sources. It is known, however, that many schools subscribe to or access these resources, and these data should be considered also in this context.

Teachers were asked some specific questions about terms and conditions of use applying to certain services. Their responses are shown in Table 16.

How Terms and Conditions apply	Frequency for YouTube (n=45)	Frequency for On Demand services such as BBC i-Player and 4 On Demand (n=45)
Definitely permit use in an educational establishment	18	18
Restrict use to personal and private purposes	6	4
No response given	21	23

Table 16: Teacher knowledge about terms and conditions of specific online services

These responses indicate that many teachers are unsure what terms and conditions apply to different or specific services. If teachers are to use these services effectively to support their learning, then there must be a much greater degree of understanding of the terms and conditions applying in both home and school situations.

In thinking about future possibilities, teachers were asked what forms of resource they would find most useful for their teaching. Their responses are shown in Table 17.

Resource format	Frequency (n=45)
Clips of programmes	31
Compilations of programme clips on the same topic	7
Whole programmes or films	5
Audio clips or MP3 files	2

Table 17: Preferred formats for audio-visual resources

Most teachers would clearly find clips of programmes most useful, but some teachers would like compilations on the same topic, or whole programmes. Very few indicated they would like audio clips or MP3 files, although the value of these in certain subject areas (such as music and theatre studies) needs to be taken into account adequately.

Teachers were asked whether reminders or contact about broadcast material linking to their teaching might help their use of such resources. Of 45 teachers, 12 indicated that they would not find it helpful, but 33 said they would. When asked what subjects they would like covered, 6 said history, 3 said religious education, while classics, computing science, education, English, geography, information technology, modern foreign languages, science and theatre were each mentioned by one teacher.

Teachers were asked in what ways they could be kept informed might be most useful to them. Of 45 teachers, 35 said email, 1 said text, and 7 said other, with one teacher saying it would be useful to be able to ‘search for a topic (e.g. medical ethics) and have links to relevant clips listed’.

Teachers were asked what, if anything, they think is lacking from the range of audio-visual resources currently. Their responses are shown in Table 18.

Missing currently	Frequency (n=45)
Specific topics	17
Specific types of resources	15
Amount of resources	8
Something else	4
Audio resources	3
Specific formats within resources	3

Table 18: Missing features of available audio-visual resources

The elements that are missing currently that were most commonly identified were resources to support specific topics, and specific types of resources. It is clear that some focus on this area is needed if teachers are to be supported more in their access to and use of these forms of resource.

Teachers were asked whether certain facilities would support their use of audio-visual materials in their teaching. Their responses are shown in Table 19.

Response	Frequency of those supporting access to a library or archive facility relevant to specific subjects or Key Stages	Frequency of those supporting access to a site for sharing ideas or lesson plans relevant to specific subjects or Key Stages	Frequency of those supporting access to case studies of innovative or creative uses of audio-visual resources	Frequency of those supporting access to staff development opportunities
Yes	43	42	40	28
No	2	3	5	17

Table 19: Levels of teacher interest in new facilities to support uses of audio-visual resources

Clearly all of these possible approaches could be of value to teachers. It is likely that the first three, however, would provide support most effectively most rapidly. These forms of support are also most likely to be the most cost effective, and, if addressed adequately, would provide potentially the most effective long-term benefit. However, whatever systems might in the future be developed and used, they will need to accommodate for sustainability, and an updating of resources accessible and suitable for specific teaching needs.

7. CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

The evidence from this study, supporting findings reported in other related studies, offers specific perspectives on the needs and issues of learners, teachers, schools and colleges relating to access to and uses of audio and audio-visual broadcast resources. Key conclusions from across the phases of evidence gathering are:

- Teachers widely, across the entire range of the compulsory and post-compulsory sector, across subject areas and age ranges, and across areas of special needs, rely upon and are likely to increasingly want to access and use audio-visual resources to enhance teaching and learning.
- Availability of resources in some key subject areas (history, religious education, music, theatre studies, for example) and for some learners with specific needs (those with communication and literacy needs) is not well developed.
- Teachers are clear about the qualities that audio-visual resources offer in enhancing teaching and learning. Those qualities match learning elements leading to key learning outcomes.
- Teachers in different subject areas, and supporting different age and special needs areas, identify different requirements in audio-visual resources, some of which are satisfied currently, but many of which are not. Teachers are, on average, searching for a suitable ‘new’ resource every one or two weeks.
- Barriers to using audio-visual resources can be local (such as filtering and internet access quality), but others are policy related (awareness of resources available and what can and cannot be accessed and used; time to find suitable resources; time to find good quality resources; resources not being appropriate for learners being taught; concerns with copyright and saving copies). On average it is taking a teacher 13.2 minutes to find and select a suitable resource.
- Audio-visual resources are used commonly in classrooms, with whole classes, groups and with individual learners. Increasingly, however, home access by learners is being encouraged, and home access by teachers is common.
- Teachers access and use a very wide range of audio-visual resource formats. Some of these formats are easier for teachers and learners to access than others, but trends suggest a move towards server-based and VLE-based access in the future.
- Teachers and learners need access to up-to-date resources that they can locate easily and use. They need to review and refresh their sources of resources regularly.
- Ensuring that access to audio-visual resources is possible via VLEs and mobile devices will support future practices and needs.
- Teachers and learners show a wide lack of understanding of what resources they can access and use legally. There are many concerns raised about their lack of understanding of access and copyright regulations. Teachers and learners now need to know that they can access and use audio-visual resources inside and outside schools and colleges.
- Teachers need to know much more precisely what they can and cannot access and record and use, and in what circumstances. Many teachers, for example, access and use BBC iPlayer and YouTube resources, but are not aware of whether the terms and conditions of use allow them to access and use these resources as they do.
- The volume of resources now accessible through different sources means that searching for suitable material is beyond the scope of any individual teacher.
- Audio and audio-visual clips are identified as the most useful format of resources, but some teachers in some subject areas are likely to welcome compilations or whole programmes, particularly in certain contexts.
- Teachers need more effective search and access facilities. Accurate titling, brief descriptions, and tagging to show age range, ability match, and subject and topic match are all required if such a search facility is to be effective. Such a facility would need to address current issues with the great deal of dubious material available, that material is not well signposted, and it may not fit teaching well. Additionally, it can be difficult for teachers to download and store,

the material may not be a suitable length, and up-to-date material may not be easily accessible. If a facility could halve the average time it takes a teacher to find a suitable resource, then the annual time-cost benefit to teachers in England alone would currently be £140 million.

- Many teachers indicate they would welcome the use of audio and audio-visual clips or programmes that come with added-value resources, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities.
- Many teachers indicate they would welcome access to a library or archive facility relevant to specific subjects or Key Stages, to a site for sharing ideas or lesson plans, to case studies of innovative and creative uses of AV resources, and, less so, to staff development or training opportunities.
- Reminder and contact facilities are likely to be welcomed widely. Access to online lists and emails are highlighted particularly by teachers in this respect. Some teachers are also likely to welcome staff development and training opportunities, but these opportunities need to be specifically focused for subject, topic and age range taught, and learner ability level needs.

7.2 Recommendations

In this section, based on the findings and the conclusions drawn from this study, recommendations are offered. These are more specifically grouped into recommendations for policy makers (including ERA), educational resource providers, and teachers and schools.

Recommendations for policy makers (including ERA):

- Teachers widely already rely upon access to and uses of audio-visual resources. They are likely to increasingly want to access and use audio-visual resources, but barriers exist at policy level that need to be considered urgently if they are to gain most effectively even from currently-existing resources.
- Awareness of accessible resources and the scope for use already made available under ERA licences needs to be improved. This is particularly important in some key subject areas (such as history, religious education, music, theatre studies, but also surprisingly in other subjects such as science) and for resources that can support teachers working with learners with specific needs (particularly those with low levels of communication and literacy abilities).
- Key barriers to use concern a lack of awareness of resources available, what can and cannot be accessed and used as a matter of regulations, time to find suitable resources and to find good quality resources that are appropriate for specific groups of learners, and concerns with knowing and working to regulations regarding copyright and the saving and uses of copies inside and outside a school.
- Audio-visual resources are used increasingly in homes by learners, and home access by teachers is common. Regulations regarding uses in home sites need to be made clear to teachers and learners.
- Mechanisms need to be trialled and put in place to enable up-to-date resources to be made known to teachers.
- Access via VLEs and mobile devices needs to be understood and made known, and forms of standardisation may be needed to ensure that school-based facilities will enable such access.
- Teachers and learners show a wide lack of understanding of what resources they can access and use legally. There are many concerns raised about lack of understanding of access and copyright regulations. There is a need for the production of clear guidance and information and release through channels that will reach teachers and learners, involving nationwide media support if possible. In this context, identifying the sources of access, such as BBC iPlayer and YouTube, and then providing clear information on regulations about use, are essential.

- Teachers clearly do not have time or prioritise the need to refer to resources and information that ERA and others already make available. For example, information is accessible from ERA webpages⁷ and from the NEN webpages⁸.
- The volume of resources now accessible through different sources means that searching for suitable material is beyond the scope of any individual teacher. There is a need for a national service to oversee, develop and produce suitable mechanisms to accommodate this ever-growing issue.
- Clips are identified as the most useful format of audio-visual resources. Many more resources need to be created as clips to satisfy teacher needs. Part of a national initiative should focus on key resources as lead development areas in this respect.
- Teachers need a more effective search and access facility. Accurate titling, brief descriptions, and tagging to show age range, ability match, and subject and topic match are all required if such a search facility is to be effective. Such a facility needs to address current issues, gleaning out any dubious material, signposting material effectively, and identifying match to teaching needs. Materials need to be in forms that are easy for teachers to download and store, of a suitable length, and up-to-date. Clips or programmes with added-value resources, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities should be linked wherever possible.
- A library or archive facility relevant to specific subjects or Key Stages, a site for sharing ideas or lesson plans, and access to case studies of innovative and creative uses of AV resources should be considered for development as part of a national initiative. Staff development or training opportunities should be linked to this facility.
- Teachers are, on average, searching for a suitable resource every one or two weeks, but some teachers do this daily. Reminder and contact facilities are needed, that feed details from a growing national library or archive through online lists and emails, highlighting new materials for teachers, ideally on a weekly basis.

Recommendations for educational resource providers:

- Teachers widely, across the entire range of the compulsory and post-compulsory sector, across subject areas, age ranges, and across areas of special needs, rely upon and are likely to increasingly want to access and use audio-visual resources. Gaps in their current needs should be detailed more.
- Access to resources in some key subject areas (with information indicating uses through ERA licences) should be enhanced wherever possible (in history, religious education, music, theatre studies, for example, but also in science) and for those who support learners with specific needs (those with low levels of communication and literacy abilities, for example).
- Teachers are clear about the qualities that audio-visual resources offer to teaching and learning. Those qualities need to be identified in resources made accessible to teachers.
- Barriers to using audio-visual resources can be local (such as filtering and internet access quality). Providers should ensure that these barriers are known and addressed where possible.
- Home access by teachers and learners, and access via VLEs and mobile devices needs to be enabled and made known to schools and teachers.
- Up-to-date resources are regularly needed by teachers; provision for up-dating and producing new resources needs to be put in place where possible.
- Providers need to make known to teachers and learners that their resources can be accessed and used legally. Teachers and learners need to know that they can access and use audio-visual resources inside and outside schools and colleges.
- Clips need to be produced and made accessible whenever possible. A priority list for development should be considered.

⁷ Accessible at: http://www.era.org.uk/terms_conditions.html

⁸ Accessible at: <http://www.nen.gov.uk/tandl/show/308/copyright-website.html>

- Teachers need access to useful search facilities. Accurate titling, brief descriptions, and tagging to show age range, ability match, subject and topic match, and how resources fit with specific pedagogical and learning needs are all required if such a search facility is to be effective.
- Clips or programmes that have added-value resources with them, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities should be made accessible where possible.

Recommendations for teachers and schools:

- Teachers increasingly want to access and use audio-visual resources. Each school should consider sources of audio-visual resources accessible to teachers and learners.
- Access to resources in key subject areas (history, religious education, music, theatre studies, science, for example) and for some learners with specific needs (those with communication and literacy needs) should be a part of the process used to identify adequate sources.
- Barriers to access, such as blocking and filtering and poor internet quality, need to be recognised and strategies considered to address these.
- Time is a crucial barrier for many teachers. Having access to a recognised audio-visual resource bank can cut searching and selecting time by a half.
- Home access to resources (both held by as well as for school use) for teachers and learners, should be ensured where possible.
- Trends suggest a move towards server-based, VLE-based and mobile technology-based access in the future. Resources that can be accessed via these facilities need to be ensured where possible.
- Teachers need some time to review and refresh their sources of resources regularly. School, faculty or department workshops may enable this to be achieved through a sharing of knowledge and expertise.
- A possible lack of understanding about access and copyright regulations needs to be addressed. Clear information provided from the recognised agency, ERA, should be sought. Regulations regarding access and use of resources via BBC iPlayer and YouTube should be clarified as a part of the information sought.
- Where resources are purchased, clips are identified by most teachers as the most useful format, but a school should recognise that some teachers in some subject areas are likely to welcome compilations or whole programmes.
- Teachers need to know how to use an effective search and access facility. Schools should seek advice about the facilities that are available, and provide training where possible for all teachers.
- Resources that offer added-value resources, such as worksheets, project plans, lesson plans or ideas for integrated learning opportunities, should be considered as these may be welcomed by teachers in developing effective practice.
- Resource assistants and teaching assistants in schools should be aware of audio-visual resource issues and needs. Additionally, reminders of audio-visual resources available should be provided by resource assistants to teachers, through online lists or emails, showing resources focused for subject, topic, age range and ability level needs.

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Appendix A: Key informant survey

Facilitating online broadcast resource access through the ERA licence A Lancaster University research study for the Educational Recording Agency

Teachers – have your say!

The ERA (the Educational Recording Agency) is the agency responsible for online broadcast licences. As a part of *a major review*, the ERA wishes to *explore ways it might more effectively support teachers in schools* to access and use online broadcast (audio-visual) materials covered by its license.

To gain evidence about uses and needs in schools, *teachers are being asked* to give their responses to a number of key questions, about their experiences, concerns and ideas. This evidence will be used to *inform agency policy and to report to government. You are invited to have your say!*

Lancaster University has been asked to run a research study, to gather this evidence. The Centre for Technology Enhanced Learning, within the Department of Educational Research, is *asking teachers across all four nations of the UK* to provide evidence to inform these important policy concerns.

There will be two rounds of evidence gathering – in the first round teachers will be asked to complete a questionnaire about their experiences, issues and ideas for the future; in the second round, an online questionnaire will allow all teachers across the UK to respond online, using a simple survey instrument.

To *contribute to this important report*, we ask you to please complete this questionnaire. Your evidence will be used to create an initial report for the ERA and may be used by them to inform government agencies, departments and working groups. It may also be used by Lancaster University for further publication of academic reports or articles. All evidence will be made anonymous.

If you are happy to provide details on the basis stated above, then please return this questionnaire by email to Professor Don Passey:

d.passey@lancaster.ac.uk

Please note – your email address will only be used to respond to this request, and will not be used for any other purpose, or disclosed to any other party.

If you have any questions, or wish to discuss any points arising, then please contact the principal investigator of the study, Professor Don Passey: d.passey@lancaster.ac.uk, or the Head of Department of Educational Research, Dr Paul Ashwin: p.ashwin@lancaster.ac.uk (telephone 01524 594443; address County South, Department of Educational Research, Lancaster University, Lancaster, LA1 4YD).

Questions

School name:

Subject/age range you teach:

Frequency of use

1. How would you describe your use of audio-visual broadcast material in the classroom - regular, occasional or rare, for example?

Please put in your response here:

2. When you use audio-visual material as part of your teaching, are there any barriers that limit your access or use of relevant audio-visual material?

Please put in your response here:

Where you use audio-visual resources

3. In the course of your teaching, do you use audio-visual material in the classroom (as a shared activity with the class or groups), within a resource centre or library, or are they viewed by pupils in their own time - on site or off site?

Please put in your response here:

4. When you search for audio-visual resources, or when you view them and consider how to use them in teaching, where do you do this generally – at home, or at school, or somewhere else?

Please put in your response here:

Forms of audio-visual online resources used

5. In what forms are the audio-visual broadcast materials that you use with your pupils in the course of your teaching – are they in the form of DVDs, videos stored centrally in a catalogued form such as in a library, or materials stored digitally on a central server, or embedded in MS PowerPoint presentations or similar, or sourced digitally and delivered via an intranet or a VLE, or from On Demand Services, such as BBC iPlayer or video material from the Learning Zone via an interactive whiteboard, or are they commercial products such as those from Espresso Education?

Please put in your response here:

6. What are the features in audio-visual broadcast resources that offer value for your teaching?

Please put in your response here:

7. How often do you need to search for suitable audio-visual material rather than having access to a known recognised source, and what issues are concerned with searching for audio-visual broadcast material? If anything, what do you think is lacking currently – amount of resources, specific types of resources, specific topics, specific formats within resources, or something else perhaps?

Please put in your response here:

Finding suitable audio-visual resources

8. Do you find clips of programmes or compilations of programme clips on the same topic more useful in your teaching than having whole programmes or films?

Please put in your response here:

Practices that might help

9. Would regular reminders or contact about broadcast material that might link to your teaching help you to use them as teaching resources? If so, which subjects would be useful for reminders, and how would you find it most convenient to be informed of broadcasts or clips which might be relevant to your teaching – email, texts, online summaries, or others, for example?

Please put in your response here:

Professional development

10. Would you be interested in attending or participating in staff development activities or training courses that could help you maximise the learning potential of broadcast material?

Please put in your response here:

Appendix B: Online questionnaire

Teachers – have your say!

Facilitating online broadcast resource access through the ERA licence A Lancaster University research study for the Educational Recording Agency

The ERA (the Educational Recording Agency, the agency responsible for online broadcast licences) has commissioned Lancaster University to run a research study, to look at ways the ERA might support teachers in schools to access and use online broadcast (audio-visual) materials covered by its license. The Centre for Technology Enhanced Learning, within the Department of Educational Research, is undertaking this study.

We are gathering evidence from teachers across the UK using an online questionnaire. Evidence from completed questionnaires will be used to produce a report, which may be used by the ERA and Lancaster University for purposes of informing agencies, government departments, working groups, or for further publication of academic reports or articles.

Completing a questionnaire

You are invited to complete an online questionnaire. All details you submit will remain completely anonymous, as there are no electronic forms of tracking integrated in the systems we use, and we do not ask you for any personal details. Data you submit to us will be retained on a secure server. Evidence within reports will be completely anonymous, and confidentiality will be retained.

At the end of the questionnaire, when you click the submit button, you agree that the data is accurate to the best of your knowledge, and you agree to our using the data as described here.

To complete a questionnaire, please click [here](#).

If you have any questions

If you have any questions, or wish to discuss any points arising, then please contact the principal investigator of the study, Professor Don Passey: d.passey@lancaster.ac.uk, or the Head of Department of Educational Research, Dr Paul Ashwin: p.ashwin@lancaster.ac.uk (telephone 01524 594443; address County South, Department of Educational Research, Lancaster University, Lancaster, LA1 4YD).

Teachers - have your say!

1. Please tell us which age group you teach:
- a. Under 5 years.
 - b. 5 to 7 years.
 - c. 7 to 11 years.
 - d. 11 to 14 years.
 - e. 14 to 16 years.
 - f. Over 16 years.
2. Please select the one description that best fits the locality in which your school is situated:
- a. Inner city.
 - b. Urban.
 - c. Suburbs.
 - d. Town.
 - e. Rural.
3. Please select the nation in which your school is located:
- a. England.
 - b. Northern Ireland.
 - c. Scotland.
 - d. Wales.
4. Please tell us the local authority or board in which your school is located.
-

Frequency of use

5. Which **one** of the following would best describe your use of audio-visual material (including clips) in the classroom?
- a. Regular.
 - b. Occasional.
 - c. Rare.
6. How much of this is sourced from broadcasts, online services or archives that you know are covered by ERA licences?
- a. All.
 - b. Some.
 - c. Not a great deal.
 - d. None.
 - e. I'm not sure.
7. When you use audio-visual material as part of your teaching, are there any barriers that limit your access or use of relevant audio-visual material?
- a. Blocked internet access or website.
 - b. Slow internet or network access.
 - c. Media playing software is not installed or accessible.
 - d. Technology not accessible in the classroom.
 - e. Level of technology in the classroom is not adequate.
 - f. Concerns with copyright and saving copies of audio or audio-visual files.
 - g. Time to find recent and up-to-date material.
 - h. Time to find good quality resources.
 - j. Not appropriate for the pupils I teach.
8. When you look for suitable audio-visual material for your teaching, roughly how long does it take to do this? Please select the item that you think is the best approximation:
- a. Under 1 minute.
 - b. Between 1 and 2 minutes.
 - c. Between 2 and 5 minutes.
 - d. Between 5 and 10 minutes.
 - e. Between 10 and 15 minutes.
 - f. Over 15 minutes.
9. Which **one** of the following do you think takes the most time?
- a. Finding the resource.
 - b. Vetting the source for quality.
 - c. Ensuring it is appropriate.
 - d. Ensuring it is up-to-date-to-date.
 - e. Viewing the source to match how you can use it best with pupils.

Where you use audio-audio-visual resources

10. In the course of your teaching, where do you use audio-visual material?
- a. In the classroom.
 - b. As a shared activity with the class or groups.
 - c. Within a resource centre or library.
 - d. They are viewed by pupils in their own time on site.
 - e. They are viewed by pupils in their own time off site.
11. When you search for audio-visual resources, or when you view them and consider how to use them in teaching, where do you do this generally?
- a. At home.
 - b. At school.
 - c. Somewhere else.

Forms of audio-visual online resources used

12. In what forms are the audio-visual broadcast materials you use with pupils for your teaching?
- a. In the form of audio CDs.
 - b. In the form of DVDs.
 - c. Videos stored centrally in a catalogued form such as a library.
 - d. Materials stored digitally on a central server.
 - e. Embedded in MS PowerPoint presentations or similar.
 - f. Sourced digitally and delivered via an intranet or a VLE.
 - g. From On Demand Services, such as BBC iPlayer.
 - h. Video material from the Learning Zone via an interactive whiteboard.
 - i. Commercial products such as those from Espresso Education.
 - j. Spontaneous searches (that might result from a classroom discussion, for example).
13. Do you use broadcast resources such as those from:
- a. The National Geographic channel?
 - b. The History channel?
 - c. Radio programmes?
14. Which one of the following best describes how often you need to search for suitable audio-visual material rather than having access to a known recognised source?
- a. Less than once a month.
 - b. About once a month.
 - c. Less than once a week.
 - d. About once a week.
 - e. Almost every day.

Forms of audio-visual online resources used continued

15. What issues are concerned with searching for audio-visual broadcast material?
- a. Too much material available.
 - b. Too much material of dubious quality.
 - c. Material is not well signposted.
 - d. Material does not fit my teaching well.
 - e. Material is too long to be used.
 - f. It is difficult to download and store copies.
 - g. Up-to-date material is not easy to find.
16. If the audio-visual broadcast material is delivered online through a VLE, do you know what platform is currently used?
-
17. Do you use, or would you like to use, any platforms that offer clips or programmes with added value resources such as worksheets, project plans, lesson plans, or ideas for integrated learning opportunities, for example? Please select one item from:
- a. Use these already.
 - b. Would like to use these.
 - c. Am not interested in these.
18. What are the valuable features that audio-visual broadcast resources offer your teaching?
- a. Visually stimulating.
 - b. Would like to use these.
 - c. Age appropriateness.
 - d. The source is reliable.
 - e. They show things I can't show otherwise.
 - f. Good demonstrations.
 - g. They explain things well.
 - h. They provide an alternative teacher voice.
 - i. They provide an alternative explanation.
 - j. They extend learner's horizons.
 - k. They bring topics to life.
 - l. They offer more depth.
 - m. They clarify concepts well or simplify them.
 - n. They reinforce what I've done.
 - o. Material is up-to-date.
 - p. Resources keep pupils on task.
 - q. Resources encourage discussion and active involvement in thinking in lessons.
 - r. They have features such as sub-titles.
 - s. They can be used with assistive technologies.

Finding suitable audio-visual resources

19. How do you identify which audio-visual material resources are useful?
- a. I search for them myself.
 - b. I use well-known resources.
 - c. I use the advice of others.
20. Do you source any audio-visual material for use in your teaching from on-demand services?
- a. BBC iPlayer.
 - b. 4 On Demand.
 - c. ITV Player.
 - d. YouTube.
 - e. Demand 5.
 - f. S4C/Clic.
 - g. Others.
21. Have you contemplated using another platform to access audio-visual materials?
- a. ClickView.
 - b. Espresso Education or ClipBank.
 - c. Education City.
 - d. Mathletics.
 - e. TES Online.
 - f. Guardian Online.
22. If you use YouTube in the classroom, do you know which one of the following applies to your Terms and Conditions of use for the service?
- a. Definitely permit use in an educational establishment.
 - b. Restrict use to personal and private purposes.
23. If you use BBC i-Player, 4 On Demand, ITV Player or Demand 5 in the classroom, do you know which one of the following applies to the Terms and Conditions of use for the service?
- a. Permit use in an educational establishment.
 - b. Restrict use to personal and private purposes.
24. What do you find more useful in your teaching?
- a. Clips of programmes.
 - b. Compilations of programme clips on the same topic.
 - c. Whole programmes or films.
 - d. Audio clips or MP3 files.

Practices that might help

25. Would regular reminders or contact about broadcast material that might link to your teaching help you to use them as teaching resources?
- a. No.
 - b. Yes.
- If yes, which subject would be useful for reminders
-
26. How would you find it **most convenient** to be informed of broadcasts or clips which might be relevant to your teaching?
- a. Email.
 - b. Texts.
 - c. Online summaries.
 - d. Others.
- Please state an example in box below.
-
27. If anything, what do you think is lacking currently?
- a. Amount of resources.
 - b. Specific types of resources.
 - c. Audio resources.
 - d. Specific topics.
 - e. Specific formats within resources.
 - f. Something else.

Practicalities that might help continued

28. Would access to a library or archive facility containing broadcast material relevant to specific subjects and Key Stages you teach be likely to support your use of audio-visual material in your teaching? Please select **one** item:
- a. Yes.
 - b. No.
29. Would a site where you could exchange ideas or share resource-based lesson plans using clips and resources relevant to your subject and key Stage with other teachers be of value to you? Please select **one** item:
- a. Yes.
 - b. No.
30. Would you be interested in being able to access case studies of innovative and creative use of broadcast material, or having a repository of these online (collected from a variety of sources such as Ofsted reports, for example)? Please select **one** item:
- a. Yes.
 - b. No.

Professional development

31. Would you be interested in attending or participating in staff development activities or training courses that could help you maximise the learning potential of broadcast material? Please select **one** item:
- a. Yes.
 - b. No.

Thank you for completing the questionnaire

When you click the submit button below, you agree that the responses you have given are accurate to the best of your knowledge, and you agree to our using the data as described on the information page.

27th June 2013

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