

## AV TOOLS IN THE CLASSROOM

### DISCUSSION GROUP

Given the majority of participants were active users of video and audio content in daily learning, our discussions began with the main reasons why video tools such as YouTube were blocked in schools. Unsurprisingly, the majority responded with the fear of inappropriate material being made available to young people. There were other suggestions including a lack on bandwidth due to the demands placed upon the school's network when downloading YouTube videos. There was also mention that some teachers may not actively seek to use YouTube video resources in teaching and learning because teachers don't see Internet video sources such as YouTube as a reputable source of information because it hasn't gone through the same editorial process as for example, factual books or encyclopedias.

Internet safety dominated much of the discussion however, and developed into considering how to overcome the issues around inappropriate material.

“...and not having an effective community policy to deal with inappropriate material”

It was also suggested that very often senior leadership teams will ban or block particular activity after one bad experience in order to safeguard the whole community rather than address the issues head on.

The suggestion of an 'AUP toolkit' was supported by several participants over the rather more ineffective policy which is often found shelved and ineffective because it lacks currency.

“I think more of a 'meta' toolkit where you can plumb into a network of experienced people to help would be much much better. An active living breathing policy so that people know what to do or who to turn to when implementing it. I think it is part of continuous CPD in digital media awareness in this area anyway.”

and therefore this would overcome the currency issue as every situation could be supported by a team of others who are able to give current advice and recommendations. In practice, this would be difficult to achieve with local policy and approaches already in place.

It was felt amongst members of the community that keeping parents informed about the use of the Internet was key.

“Yes, I think even schools where SLT is open to the use of YouTube and social media there is still the hurdle of parents to overcome! Again they need to be won over, not tricked into it I think. Keeping them informed of what's going on is important and they need to feel that what is done is safe for their children and that it'll make a difference in their education.”

We discussed ways in which parents feel an integral part of the decisions taken about safe use of the Internet. In one school, they have an evening dedicated to sharing the e-Safety policy and approaches to inform parents about not only safety in school but also out-of-

school too. In others schools, a 'meet-the-teacher' session outlines how the Internet will be used throughout the curriculum.

Yet, some of the challenge we face with new technologies is parental misconceptions and perhaps a lack of understanding between the publication of images in traditional print media and Internet publications. For example, parents celebrate a photograph of their son or daughter in the newspaper with their full name published, but become anxious when similar photographs are used in an online context.

Curiously enough, for some parents, having their primary aged child on Facebook presents few concerns. It is clear with these examples that parents can be at opposite ends of the spectrum, being overly cautious and in the extreme of complete Internet freedoms. There appears to be some work to resolve these concerns amongst parents.

In many cases, the local authority providing the broadband service to their schools have YouTube blocked by default. Both Primary and Secondary schools now have to 'buy into' a service that enables them to be selective about which services to 'allow' and 'disallow'. These proxy/firewall services are usually expensive, complex and challenging to deploy leaving it difficult for many schools to adopt and consider as a strategy. This leaves some schools with absolutely no control and in the very much 'locked and blocked' scenario and others who have the technical expertise able to make decisions over sites and access. There is a definite lack of equality here.

There was a discussion around age restrictions and the use of Web 2.0 tools, including YouTube and AudioBoo. The services often state being of 'legal age' with which to use the tools. Legal age with respect to Facebook is 13 years, and if that should apply to YouTube, then the KS1, KS2 and KS3 pupils are effectively barred from having an account. Many schools do have a 'school account' on YouTube which is supervised and supported by an adult, yet publishes the pupils work. This effectively circumnavigates the issue of age.

It was agreed through our discussions that the use of Audio tools presents fewer challenges with its use within schools. There are a number of reasons for this.

1. Audio uses less bandwidth and therefore doesn't cripple the school's network.
2. Voice is less identifiable than video and therefore pupil anonymity can be maintained. Parents are mostly concerned about the use of their child's photographs in online spaces.
3. Audio tools are less widely used in primary and secondary classrooms. I would argue that visual tools are much more commonplace as video technologies become ubiquitous.

## **LEARNING TOOLS**

### **AUDIO TOOLS FOR LEARNING**

- Audioboo
- Skype
- Dragon Dictate
- Easi Speak Microphones

- Audacity
- Freesound <http://www.freesound.org/>
- Behringer podcast kits \$195AUD (x1 good microphone, mixer + headphones)
- Sony Audio Studio - teacher home use <\$60 with sounds and good support
- Adobe Soundbooth in CS3 and upwards - successful with students 7 to 10
- ZommH4N Digital Recorder
- GarageBand

## VIDEO TOOLS FOR LEARNING

- YouTube
- TeacherTube
- TwitCam
- iMovie
- GarageBand
- iTunes
- Photostory 3
- Ustream
- Livestream
- Qik
- Bamuser
- <http://intervue.me/>

Photostory 3, iMovie and iTunes all provide opportunities for students to reflect on their own learning by creating digital stories about what they understand or what they've learned, as well as giving teachers opportunities to create digital teaching resources.

Ustream and Livestream are live streaming options which could be used on field trips and/or community events.

Qik and Bamuser are the equivalents on smart mobile phones.

## **CASE STUDY**

### **Using YouTube in a Primary School**

Staff in the school confirmed that many school pupils are active users of YouTube, using this as the preferred search engine rather than Google. The issues may be similar as with Google, as with YouTube random searches can lead to finding of inappropriate material.

Staff stated that when using YouTube the purpose for using the tool must be clear and there's the sense that pupils are more likely to find inappropriate material in a unfocussed and unstructured learning space.

In a school where YouTube is unblocked teaching staff often use videos as teaching aids to support learning across the primary curriculum and the uses are wide-ranging, from learning a new method of multiplication, through watching historical footage and using popular music to observe professional dance routines, or even dances from other cultures.

Podcasting is used to capture thoughts and reflections, in literacy when considering speech and audience in producing say a radio advert. However, vodcasting is more commonplace as children become more comfortable with using video technologies and the novelty of capturing themselves is less daunting than, say, 5 years ago.

E-safety policy aims to encourage the use of ICT with awareness, responsibility and parental choice being the key themes. Some policies can become over-bearing and so challenging that teachers are discouraged from using ICT. This simply can't be allowed to happen.

Parental choice is a key part of the school policy for a variety of reasons which may include ensuring their child's safety where the family maybe residing in a refuge for example. Parents are asked if they give permission for images or videos of their child to be used by:

- a. internal use by another school or organisation
- b. newspapers / media
- c. published on the Internet

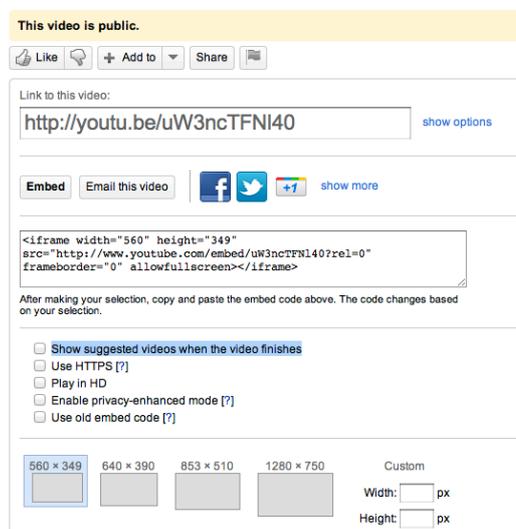
Whilst there are accepted cross-overs for each of these categories, parents mostly give permission for all categories or none at all. Within the policy, pupils aren't directly identified and where names are used this is strictly first names only. Broadcasting of audio is included in the policy but the school doesn't seek permission to use audio since parents have shown no concern about its use. Pupils full names are not broadcasted.

The school contributes to the YouTube video space through uploading videos and feel that this is an important part of simply not just digesting content, but ensuring they are known as content producers too. The school has a YouTube video channel and broadcasts a multitude of content that pupils have created though their topic-approach to learning. These have included Learning Logs which are reflections on learning, Learning Toolkits which explain and demonstrate pupils learning for others and of course the output of their learning projects which also feeds into the schools TV channel, which is broadcast across the school's network.

Given that the school already has a successful and safe online community tool, the School Blog where much of the content is public and available by anyone, they tend to use YouTube as a video publishing tool and repository rather than use the community tools within it.

The commenting and video reflection tools within YouTube are much harder for schools to monitor and ensure pupil safety and wellbeing, and so many of the community options in YouTube are switched off for primary pupils. However, the school recognises that community tools are important and probably the MOST important part of the learning process. The school see the reflections on the pupils work as highly significant and therefore simply can't be 'switched off.' The policy therefore is for videos to be embedded using HTML (the embed code within the sharing options of YouTube) onto the School Blog / Community site. Commenting by the public and pupils is enabled in this space and the discussion takes place here.

Therefore, as videos are uploaded into YouTube, they are given special 'Broadcasting and Sharing Options.' The video is made publicly available, but the YouTube commenting and voting functions are switched off. This is a safeguarding measure to ensure that pupils aren't exposed to inappropriate comments when viewing their own videos. One additional option that the school disable is the 'Show suggested videos when the video finishes.' Whilst the school know that the videos that pupils upload are appropriate, the links provided by YouTube to other clips may not be and these links are generated 'on the fly' and therefore can't be preselected or checked.



This video is public.

Like Add to Share

Link to this video:  
<http://youtu.be/uW3ncTFNl40> show options

Embed Email this video Facebook Twitter +7 show more

```
<iframe width="560" height="349" src="http://www.youtube.com/embed/uW3ncTFNl40?rel=0" frameborder="0" allowfullscreen></iframe>
```

After making your selection, copy and paste the embed code above. The code changes based on your selection.

- Show suggested videos when the video finishes
- Use HTTPS [?]
- Play in HD
- Enable privacy-enhanced mode [?]
- Use old embed code [?]

560 × 349 640 × 390 853 × 510 1280 × 750 Custom

Width:  px  
Height:  px

A single 'school' YouTube account was created and the login shared carefully amongst staff to be available for use across the school. YouTube supports multiple logins so there was no need to create more than one account. This account is carefully monitored by the ICT leader to ensure all media has been correctly tagged and uploaded.

## **POLICY (Audio and Video perspective)**

The policy below is one that the Senior Leadership Team of the case study primary school have contributed to and agreed upon. The intention is to reflect a sense of awareness, responsibility and parental choice.

This policy also meets the expectations of the regional broadband consortium who supplies filtered access to the schools internet. The school has some controls over the filtering within the school and use this to ensure sites aren't blocked for pupils.

### **E-Safety Policy**

As e-Safety is an important aspect of strategic leadership within the school, the Head and governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named e-Safety co-ordinator in this school is *<named person>* who has been designated this role as a member of the senior leadership team. All members of the school community have been made aware of who holds this post. It is the role of the e-Safety co-ordinator to keep abreast of current issues and guidance through organisations such as ECC, CEOP (Child Exploitation and Online Protection) and Childnet.

Senior Management and Governors are updated by the Head/ e-Safety co-ordinator and all governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

This policy, supported by the school's acceptable use agreements for staff, governors, visitors and pupils, is to protect the interests and safety of the whole school community. It is linked to the following mandatory school policies: child protection, health and safety, home-school agreements, and behaviour/pupil discipline (including the anti-bullying) policy and PSHE.

### **Good Habits**

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education and made explicit through published policies.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.
- Safe and secure broadband from *<local authority>*
- National Education Network standards and specifications.
- Talk to pupils about their research and reasons for using YouTube.
- Ask open ended questions about the audience for the pupils' work.
- Engage in dialogue about how to ensure the safety of material used.
- Take steps to minimise unnecessary exposure to inappropriate content.

## **Publishing Pupils' Images, Work and Film**

- Photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified.
- Pupils' full names will not be used anywhere on the Web site or Blog, particularly in association with photographs or film.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.