Introduction and Background

I began teaching at UAL in late 2022 as a Video Performance and screen specialist, after freelancing as a Video Editor, Assistant Director, Gaffer, and Grip. My varied expertise allows me to impart filmmaking technical skills through tailored workshops at Central Saint Martins, addressing individual course needs. However, I've observed that students without prior media equipment experience may struggle and feel hesitant to seek assistance.

Evaluation

Workshops are typically 2-2.5 hours long, with a presentation on theory or technical aspects, followed by hands-on exploration of equipment. Students help me collect from the CSM Loan Store, so they know where they can borrow from. The learning approach is object-based, informed by Chatterjee and Hannan (2015); focusing on haptic interaction. Finally, I assign students a practical task to get them feeling confident with the equipment, which they have had a step by step introduction to. The benefit of this is I can see how students are engaging with the equipment, and if they are struggling with it.

Teaching students with varying skill levels and minimal content creation experience is a challenge. It's important to consider students' needs based on project briefs, which may not always align with their learning ability.

Moving Forward

Students, particularly those not studying content creation courses, face challenges learning filmmaking technology. My approach involves hands-on, object-based learning with set outcomes and tasks formatively assessed, so I can analyse student behaviour with media equipment.

Nonetheless I find that some students tend to get left behind within the class or perhaps don’t have enough time to make notes in the time that the workshop takes place. I believe that students may need a visual aid of their own. This could be done through a virtual handout, which I am currently working towards (alongside my context giving presentations). It will be written in simple english to make sure every student can follow through, and feel supported, whether they have english as their first language or not, and in-case they may be

neuro-diverse. Furthermore, I intend to develop informational videos using simple english for step by step guidance, in order to be able to give every student a democratic chance at learning technical skill inside and outside of the classroom (Noetel et al 2021). Where inside of the classroom is more about interactivity, and outside of the classroom you still have resources to help train students on technical skill set (Abeysekera and Dawson 2015).

The relationship between student and specialist technician is vital for a hands on experience with media technology, and student learning is enhanced through facilitating instructional workshops, giving them an understanding of the application of media production technology and techniques (McKnight et al, 2016). This is supplemented by Cognitive Engagement (Bond and Bedenlier, 2019) which is a crucial aspect to how deeply students learn and understand the technology presented to them. I aim to facilitate a positive workshop atmosphere, inline with Bond and Bedenlier's (2019) idea of affective engagement. students concentration improves if they feel positively towards what they are learning within the workshops. consequently the teachers (including technicians) become more approachable for students. I have noticed when linking social media use to camera equipment or editing software, students engage more actively and produce better results, fostering positive behaviour in workshops.

(Word Count 545)

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