



Film: 21st Century Literacy

Teaching Using Film - Statistical Evidence

Results of the questionnaire sent to primary, secondary school teachers and students across the UK regarding the use of film in education

Questionnaire Results



1. Teachers

P.3-12 These results consist of 142 Primary teachers, 217 Secondary teachers, 25 Further Education teachers and three Youth Club leaders.

2. Primary

P.13-18 For the Primary Pupil Questionnaire, 334 children responded, from 18 different schools around the UK.

3. Secondary

P.19-25 For the Secondary Pupil Questionnaire, 106 children responded, from 24 different schools. 38 boys responded & 68 girls.

The Film: 21st Century Literacy Strategy

"When I first saw The Wizard of Oz, it made a writer out of me" – Salman Rushdie



Film: 21st Century Literacy is rooted in the belief that in the same way that we take for granted that society has a responsibility to help children to read and write - to use and enjoy words - we should take it for granted that we help children and young people to use, enjoy and understand moving images; not just to be technically capable but to be culturally literate too.

Britain already has what are probably some of the best film education initiatives in the world. However, for most young

people, if they experience film education at all it is as isolated episodes that lack coherence and consistency. We want to move film education on from being a series of disconnected experiences to becoming an integral part of every young person's life. The strategy set out in Film: 21st Century Literacy is the first step on the road.

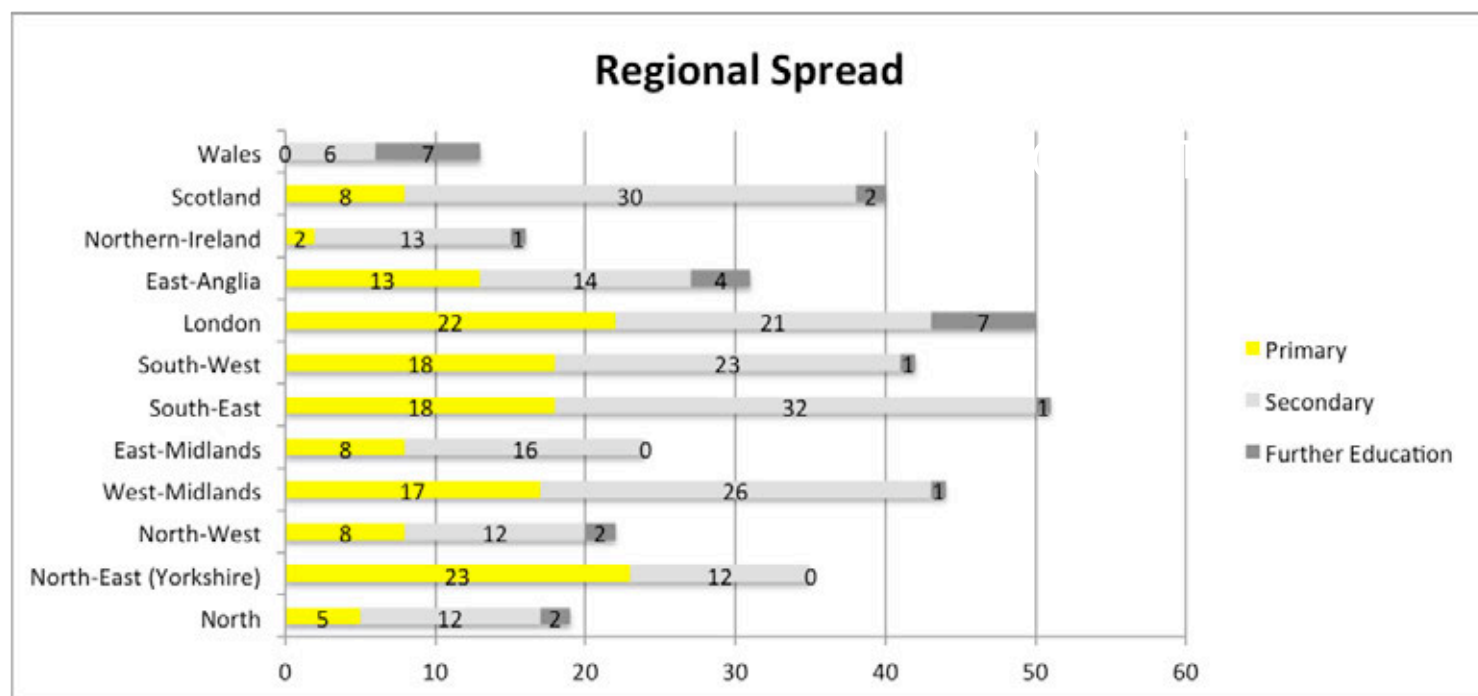
Beginning with young people across the country, we want a society where a dynamic film and moving image culture is part of every citizen's enjoyment. We

won't achieve that in five years or ten years, but if we start now, we may do it in a generation.

The Strategy, in its first phase, was a three year project funded through a £750,000 National Lottery grant, initially funded through the UK Film Council and latterly by the BFI. The Strategy has been delivered by the BFI, FILMCLUB, Film Education, First Light and Skillset. The Strategy this year received continuation funding from the BFI to carry on its work on a transitional basis.



CHAPTER 1: TEACHERS' QUESTIONNAIRE



In 2011, **Film: 21st Century Literacy** conducted an opinion survey of teachers in order to research and report current classroom practices involving film; their benefits to pupils, their impacts on pedagogy and what the future of the use of film in education might be. The Teaching Using Film Questionnaires were conducted through a range of telephone and in-person interviews, online surveys and hard copy mailouts, and in each instance, the film project undertaken had to have been conducted in curriculum time, but in a subject area where teaching

film was not already compulsory (i.e. not Media or Film Studies.) Questionnaires for Primary and Secondary pupils were also conducted.

387 people throughout the UK completed the Teacher Questionnaire, from a huge range of educational backgrounds that included Special Educational Needs Schools, Home Educators and Academies. Both primary and secondary teachers responded from across key subject areas. Humanities subject areas, with English in particular, were the most frequent users

of film, but it is interesting to note there is also a lot of interest from MFL teachers, who are keen to use foreign language film to assist language learning.

The types of film project undertaken varied widely, and included both film watching and film making activities. Both short term and long term projects were considered, and 63% of teachers asked had used film more than four times in the past three years, which indicates that it is working for them, that teachers will use film again once they've tried it.

OTHER SUBJECTS INCLUDED:

Maths – 6

Business Studies – 4

PE – 2

And also a range of other roles such as SEN support, LRC assistants, employability officers and mentors.

HUMANITIES BREAKDOWN:

English – 95

RE – 4

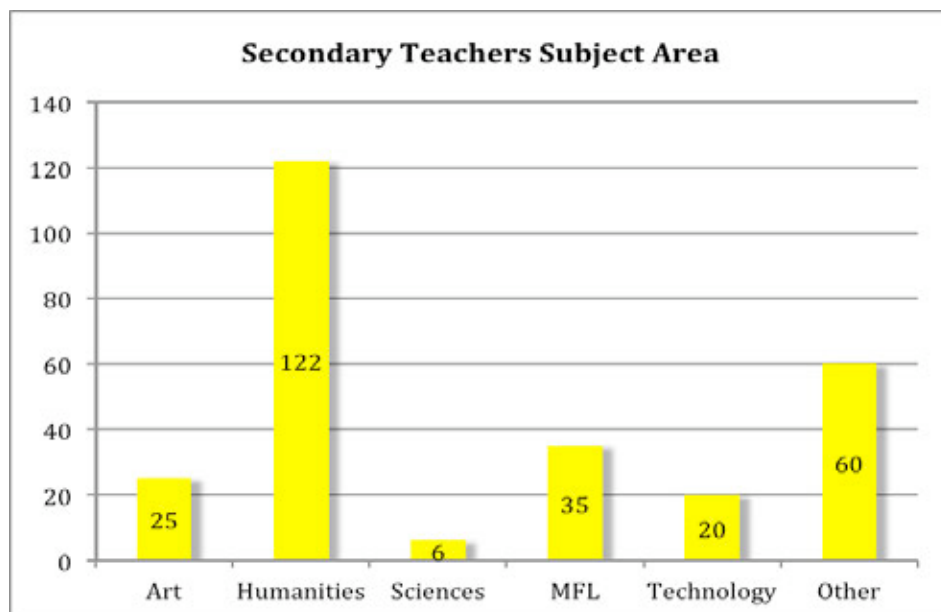
History – 7

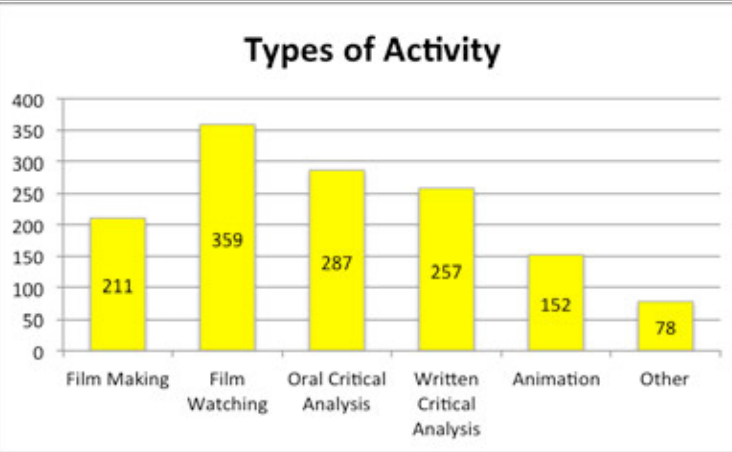
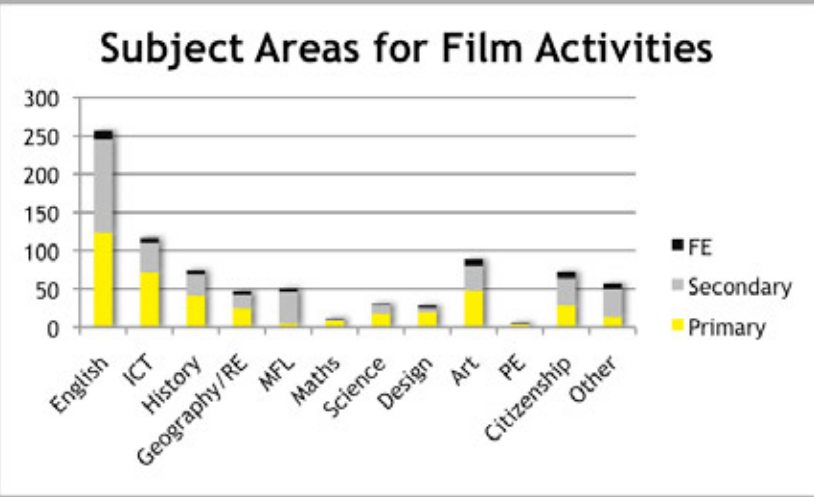
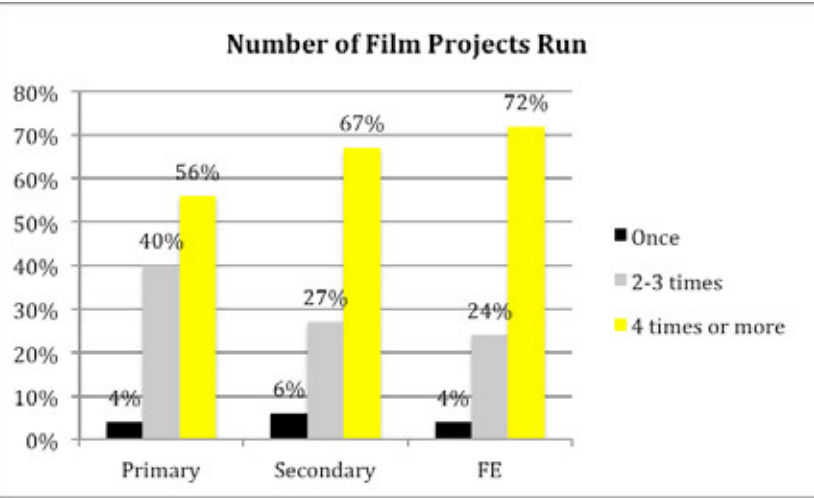
Geography - 4

Psychology – 2

Sociology - 1

Citizenship – 6

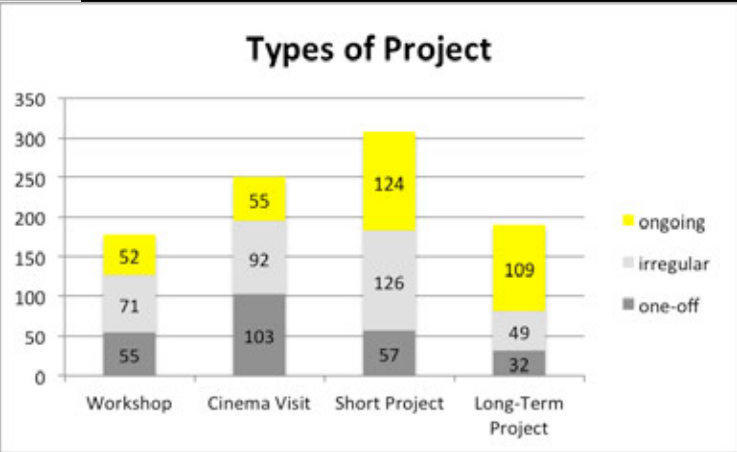




These charts indicate that more film watching happened than film making, which is perhaps to do with the ease of access to film watching compared with making – the technology is more accessible, for example. But it also showed that there was a large amount of both oral and written critical analysis that accompanied the film watching.

TEACHERS' QUESTIONNAIRE

Teachers were asked how many times they'd been involved in any film-related projects with pupils or used film to teach (in the past year or so). By film project we meant any activity involving pupils which used film as a means of delivering the curriculum where it was not already mandatory to do so (this could be for example a film discussion; cinema visit or making an animation etc.). The total number of students involved in film activity, as discussed by teachers in the questionnaire, exceeded 32,700.



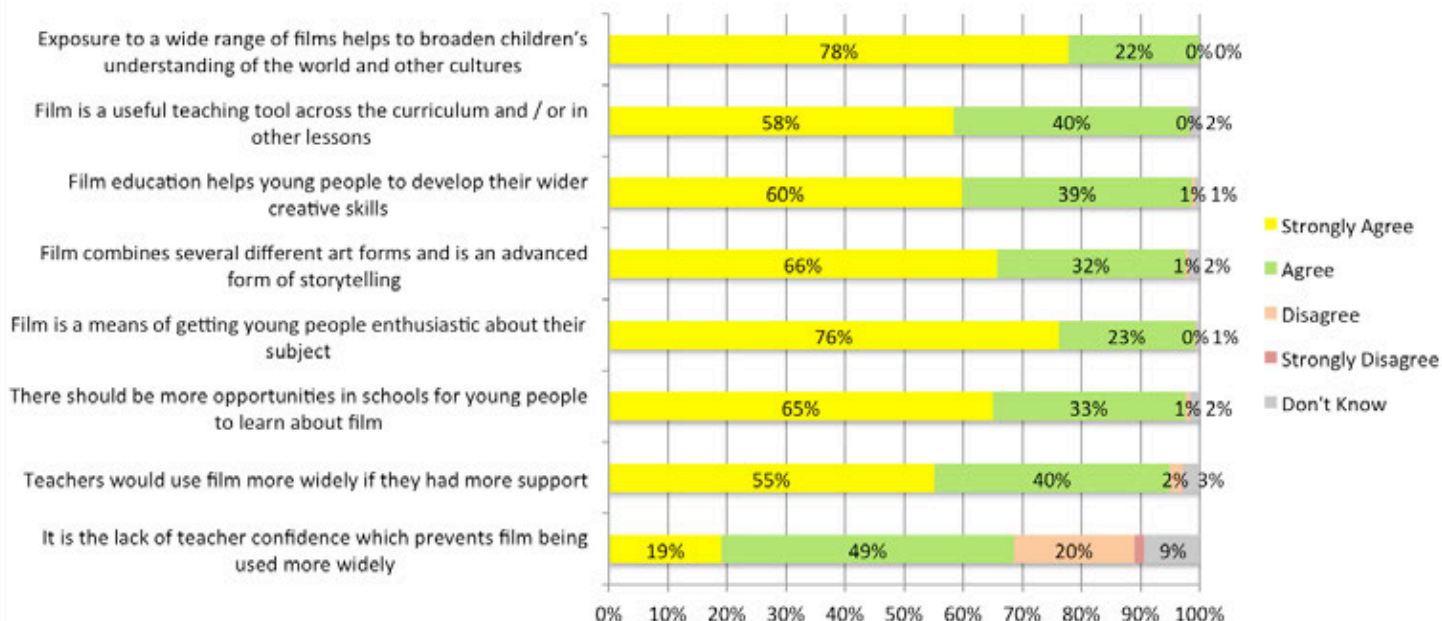
Number of pupils involved	All	Pri	Sec	FE
Workshop	6,596	3,055	2,963	578
Cinema visit / National Schools Film Week	20,030	10,804	8,049	1,177
Short film project linked to curriculum (1-2 weeks)	16,384	6,022	9,841	521
Long term project linked to curriculum (term/year long)	10,529	4,025	5,971	533
Other	2,604	1,544	951	109



OVERALL IMPACT ON PUPILS

Attitude to film and perceived benefits of film education in schools

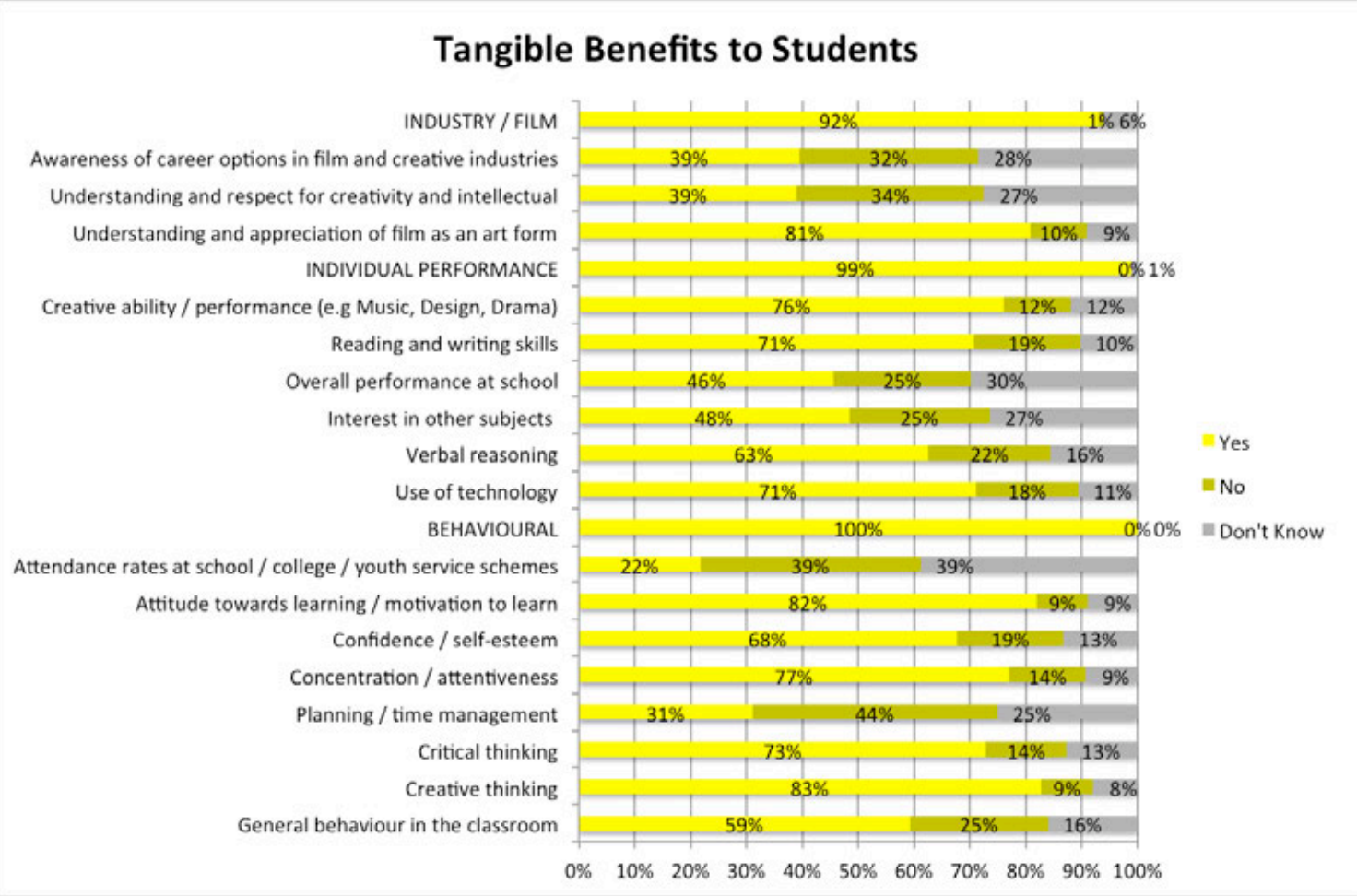
Incorporating Film Within the Curriculum



All the surveyed teachers agreed that exposure to a wide range of films helps to broaden children's understanding of the world and other cultures. The vast majority (99%) also agreed that film is a means of getting young people enthusiastic about their subject – engagement with learning has come through as a major theme throughout the questionnaire, and is backed up by the pupil questionnaires. There is slightly less certainty that

teachers would use film more widely if they had more support, suggesting that other factors, such as the anecdotally cited prejudice against film as a soft subject might be at work; and by far the most disagreed statement was that it is a lack of teacher confidence that prevents film being used more widely. This shows that the barriers to film are more complex and may need more interventions than just training.


How has the film project(s) affected your students?



The most significant improvements were in the areas of creative thinking, motivation to learn and appreciation of film as an art form. When teachers were asked to rate their most significant three improvements, ‘attitude towards learning/motivation to learn’ was the highest ranked factor. There were several significant improvements that might be expected from use of film projects such as creative ability (76%), use of technology (71%), and concentration/attentiveness (77%), but less expected were the high numbers who mentioned improvements in reading and writing skills (71%) and critical thinking (73%). Whilst the numbers of those who saw an improvement in attendance rates was the least likely to be mentioned, this is due in part to the fact that large numbers of teachers were unable to comment (39% stated ‘don’t know’) and

attendance rates are less likely to vary for Primary School children, whereas 32% of FE teachers saw an improvement.

Every single teacher surveyed saw at least one behavioural improvement during the film project.

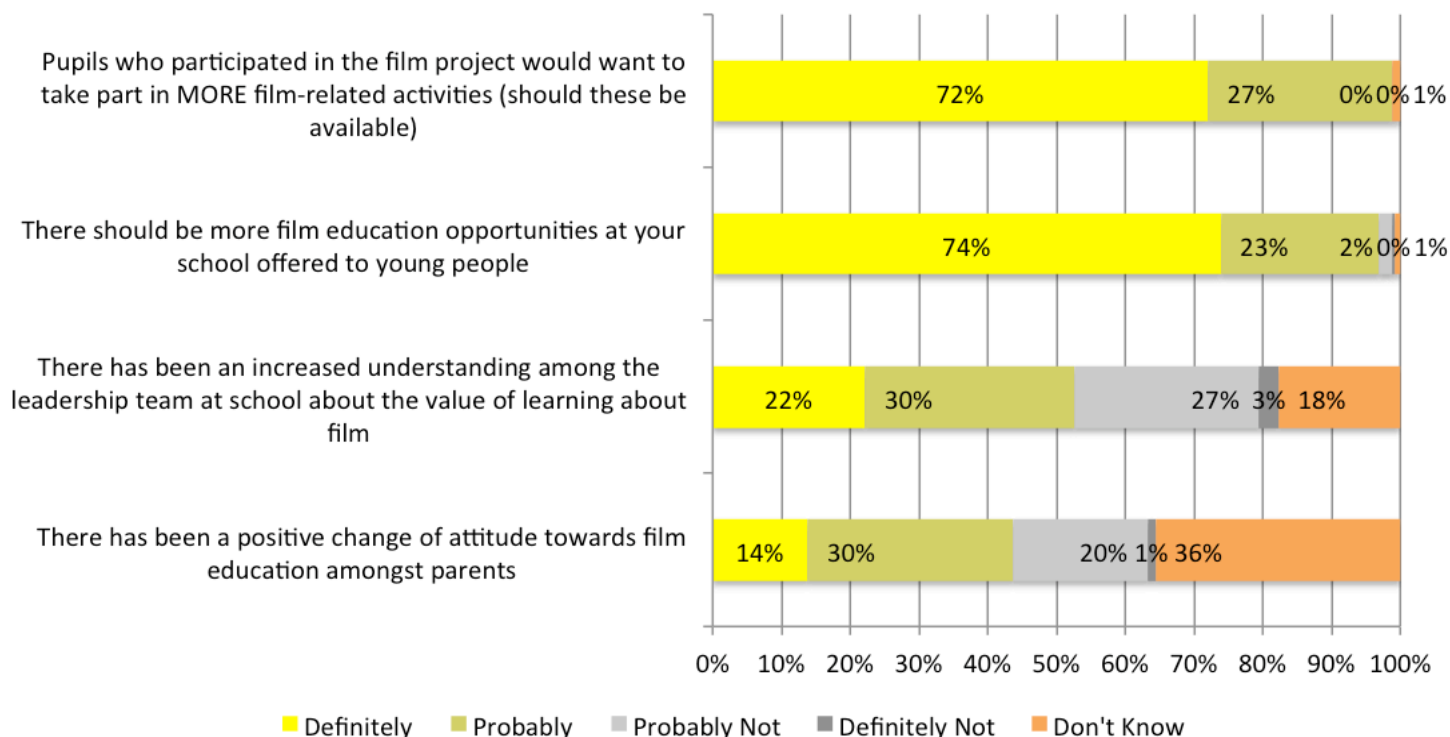


"It is really fun for the children going to the cinema with their friends, the first time ever for some of them. The shared experience opened up discussion in the classroom nicely. "

Deputy Headteacher,
College

Teachers: now that you have completed the project(s), would you say that...?

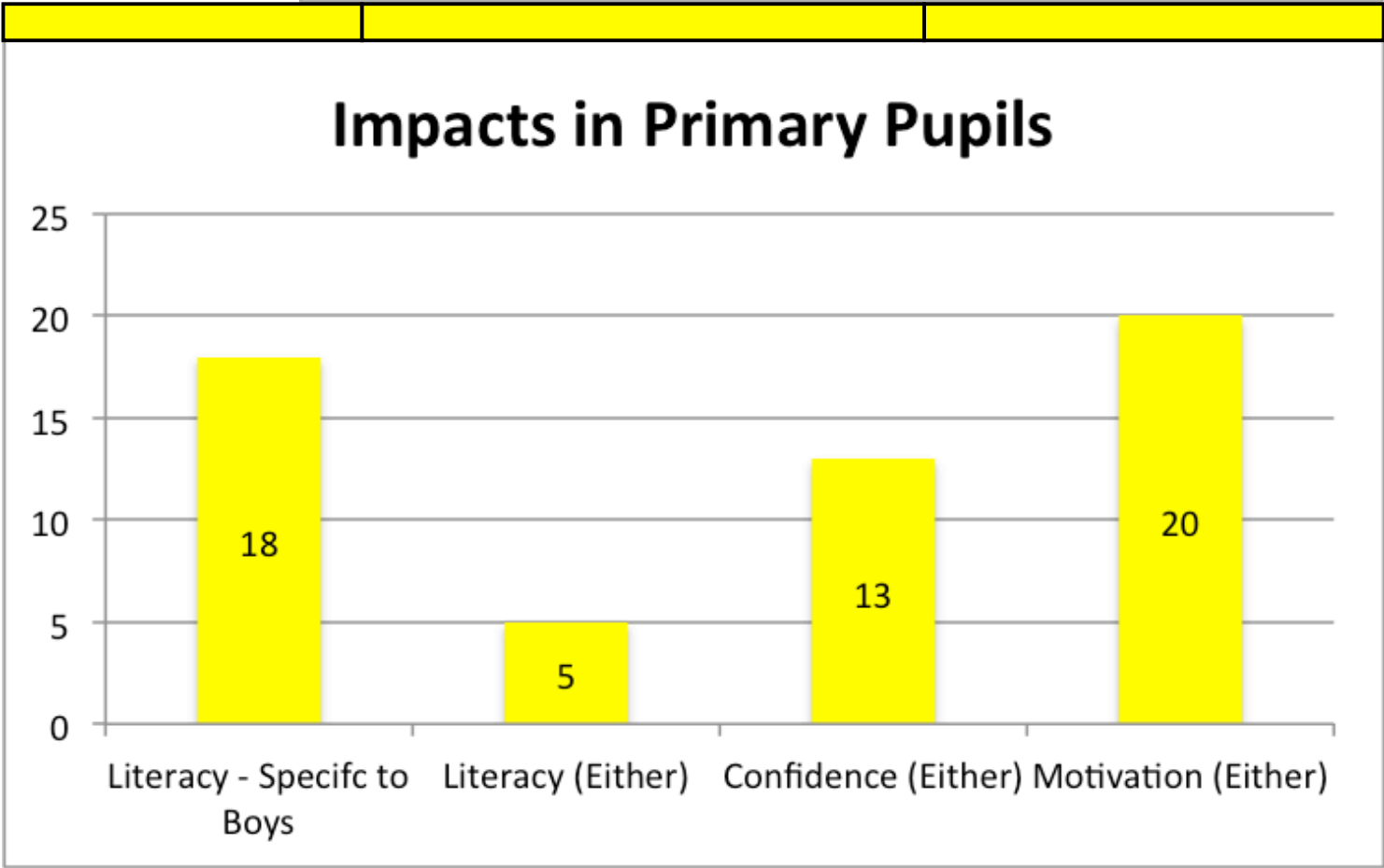
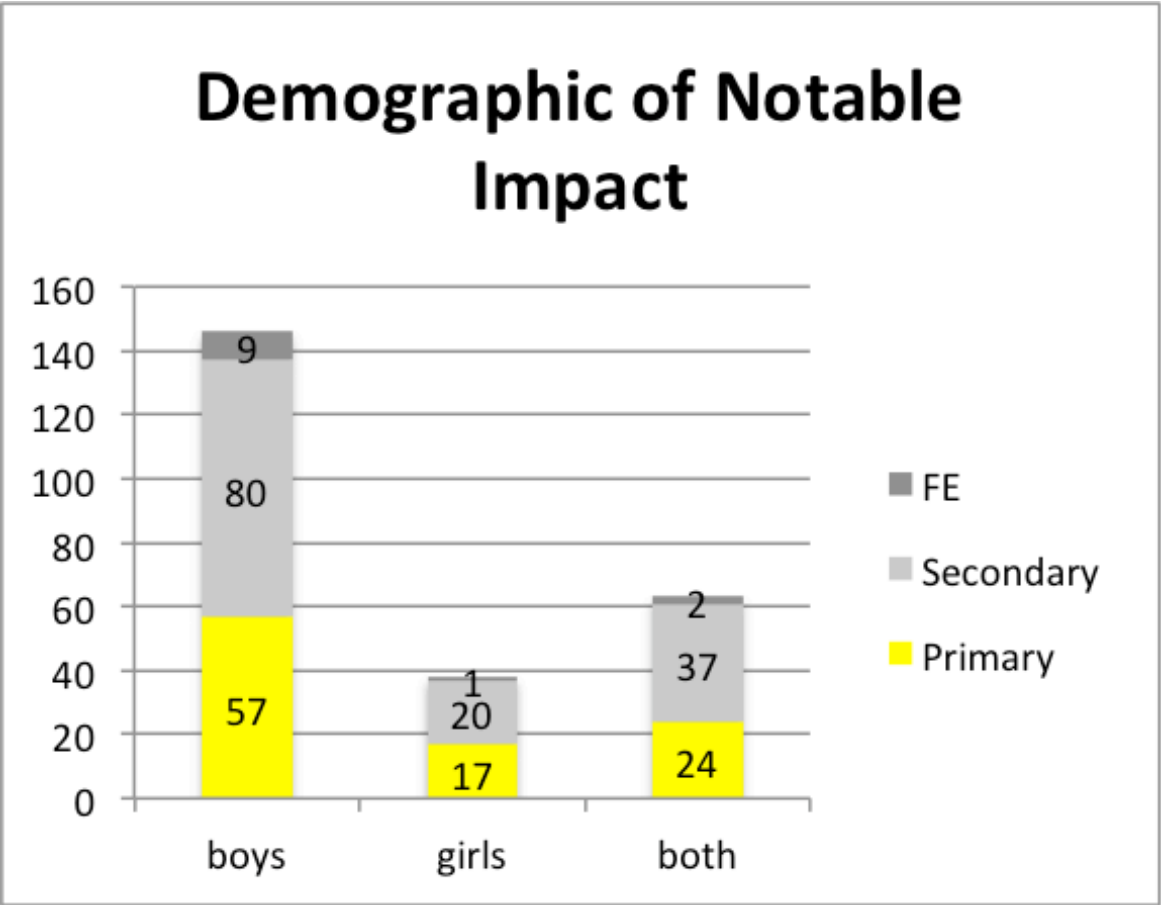
Impacts and Change



The positive response to the take up of further film activity in the top two statements is a clear demonstration of how effective film projects can be. That teachers would commit further time and effort to film, in an already packed curriculum, is testament to its effectiveness. However, the doubt around positive changes in understanding and attitudes towards film by school leadership and parents demonstrates that more work needs to be done to address the perception of film in education. It is also of interest that the

number of teachers who answered 'don't know' in response to the statement about parents' attitudes (36%) is much higher than the statement about school leadership teams (18%), indicating that with regards to parents, teachers may not have access to their opinions, whereas the leadership team statement had a more definite answer, with 30% stating 'probably not' or 'definitely not'. Clearly this should be a focus for any organisation undertaking film education work in the future.

Teachers were asked if there was one particular demographic group that they noticed undergo a more marked change than others. Many teachers felt that no one group benefitted more than others, but a remarkable amount of teachers commented that using film significantly improved boy’s literacy. For girls, many teachers mentioned improvements in confidence, although this comment was spread quite evenly across ages and genders, as was the comment that motivation improved.





OVERALL IMPACT ON TEACHERS

Teachers' personal experiences and tangible benefits of film projects



"I think that film is an important part of society and a useful teaching tool which should run alongside other teaching methods"

As indicated in the 'Personal Experiences' chart below, the impact of the film project on the teacher was wholly positive, helping the teacher engage more with their students and reaching the more challenging students, with the consequence of making the teacher more motivated and inspired in their profession.

84% of teachers questioned who already use film in the classroom, said they learnt new - or refined existing - skills that they could apply more widely in their teaching and almost all, given the right opportunity, would like to be involved in another similar project with pupils. The only teachers who did not agree that they would use film again stated reasons such as retirement, or lack of available time.

"It was creative yet hard work and got us ALL thinking more critically and creatively about storytelling whilst strongly improving ICT skills."

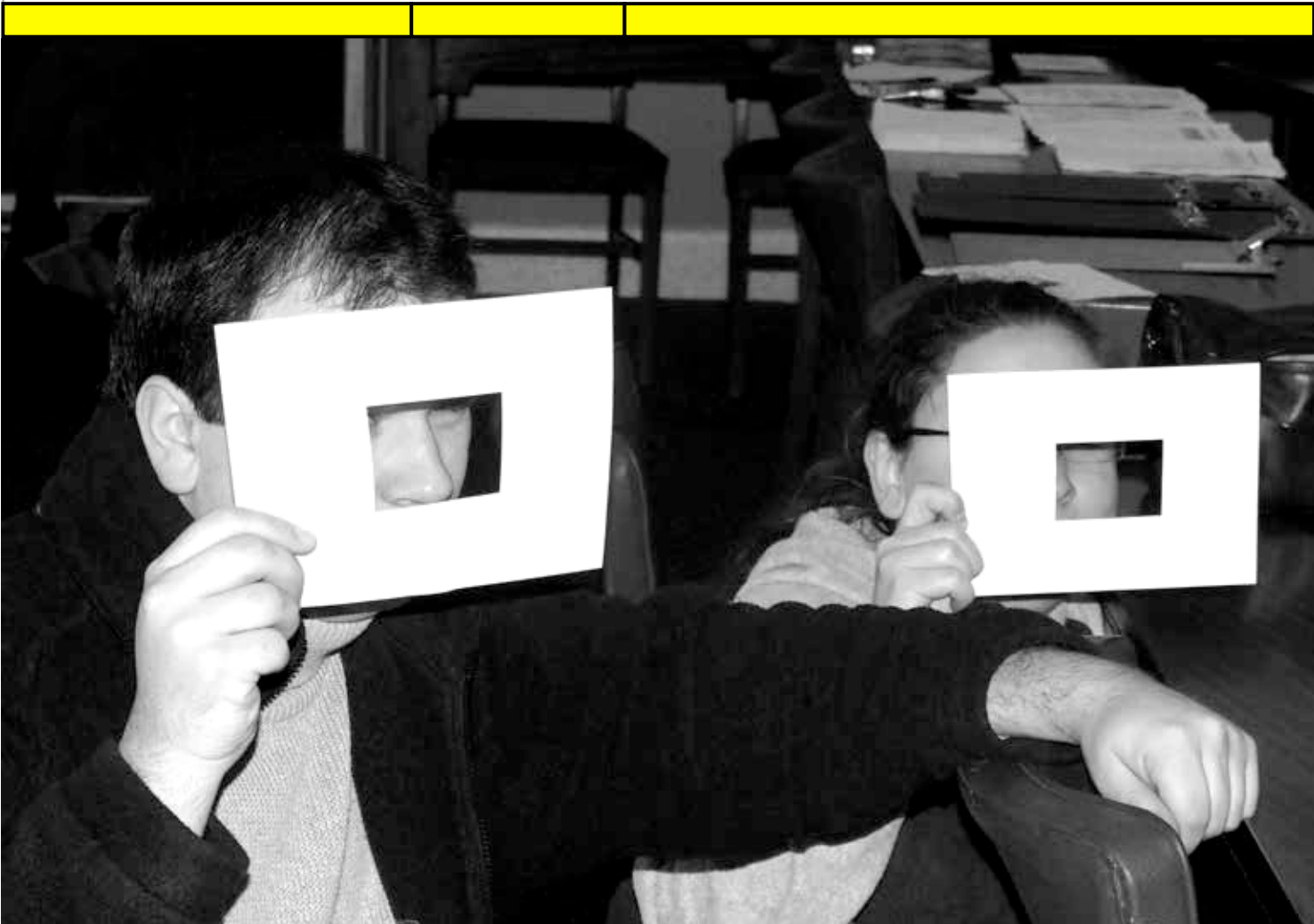
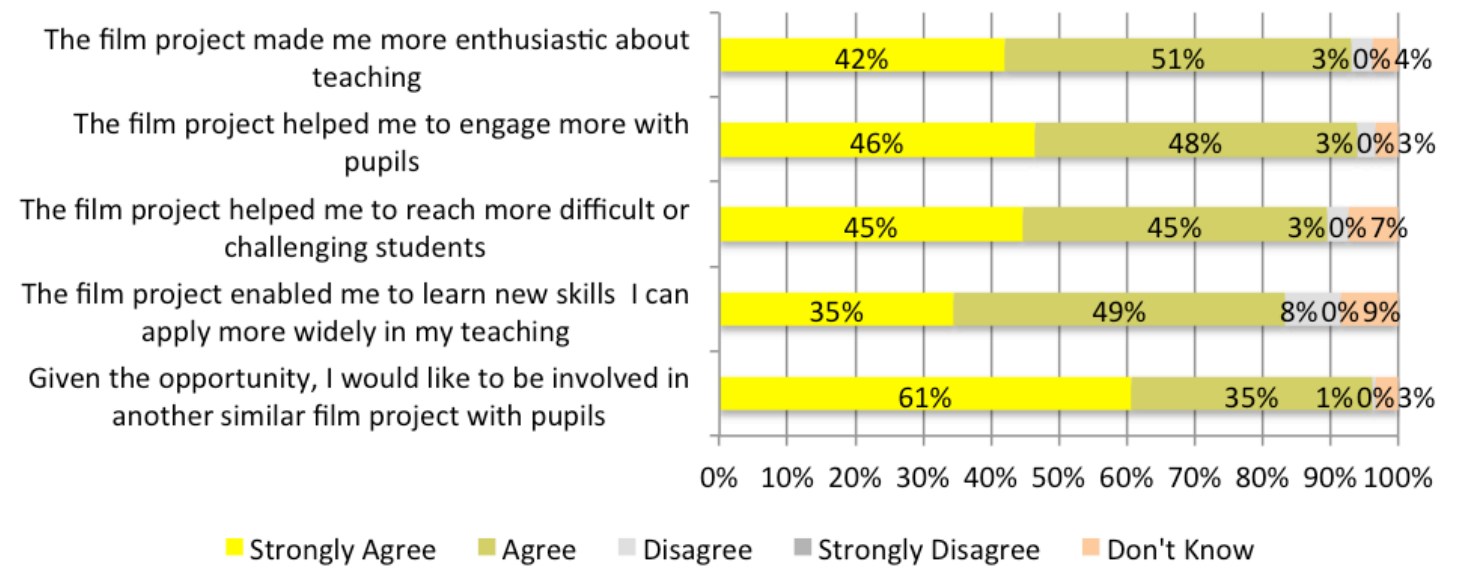
One teacher said that they thought it was valuable for pupils to learn alongside the teacher using film.

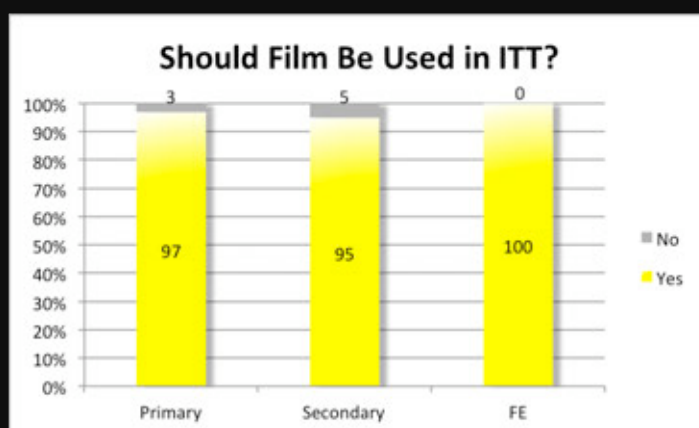
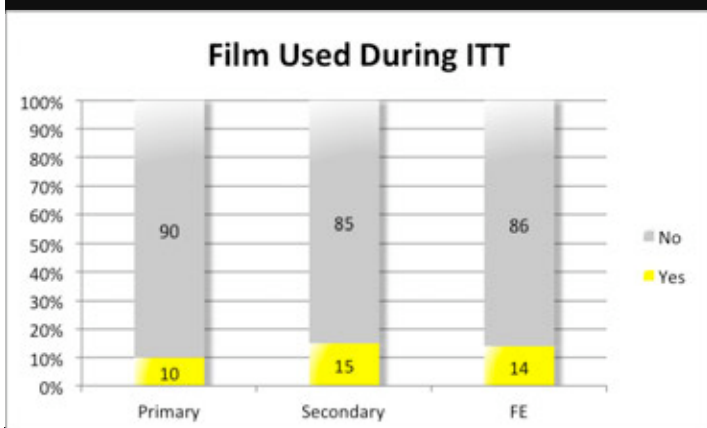
The impact of using film is clear. When asked about their personal experiences, 74% of teachers believed that there should definitely be more film education opportunities offered to young people at their schools, and that pupils who participated in the film project would want to take part in MORE film-related activities should these be available.

However, its apparent that teachers believe that amongst the leadership team at the schools and with parents, a lot of work still needs to be done, to increase the understanding of the value of film, and change attitudes to a positive one.

Thinking about your personal experiences throughout the film project(s), how strongly would you agree with the following?

Personal Experiences

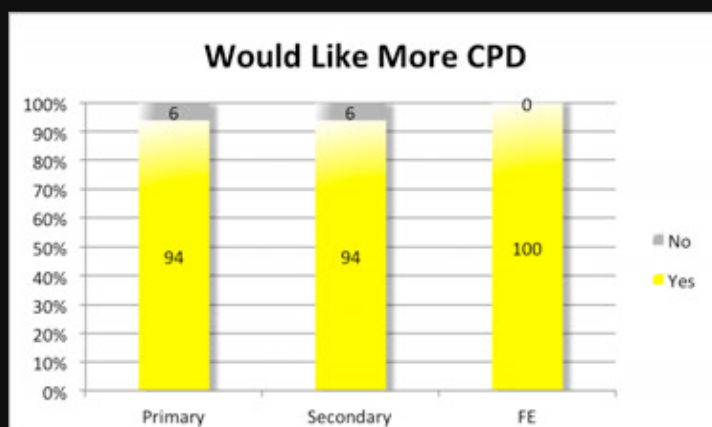
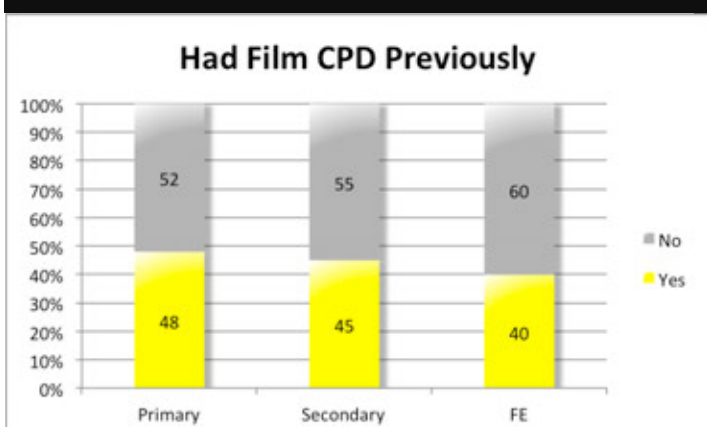




Only 13% of teachers surveyed, said they had received film training in their Initial Teacher Training (ITT), whereas 96% of teachers said it should be part of their ITT

TEACHER TRAINING – ITT & CPD

Whereas 46% of teachers replied that they had used film in their CPD (Continued Professional Development) previously, 96% said they would like more film CPD





CHAPTER 2: PRIMARY QUESTIONNAIRE

PRIMARY QUESTIONNAIRE

In 2011, Film: 21st Century Literacy conducted an opinion survey of teachers in order to research and report current classroom practices involving film; their

benefits to pupils, their impacts on pedagogy and what the future of the use of film in education might be. The Teaching Using Film Questionnaires were conducted through a range of telephone and in-person interviews, online surveys and hard copy mailouts, and in each instance, the film project undertaken had to have been conducted in curriculum time, but in a subject area where teaching film was not already compulsory (i.e. not Media or Film Studies.) Questionnaires for Primary and Secondary pupils were also conducted.

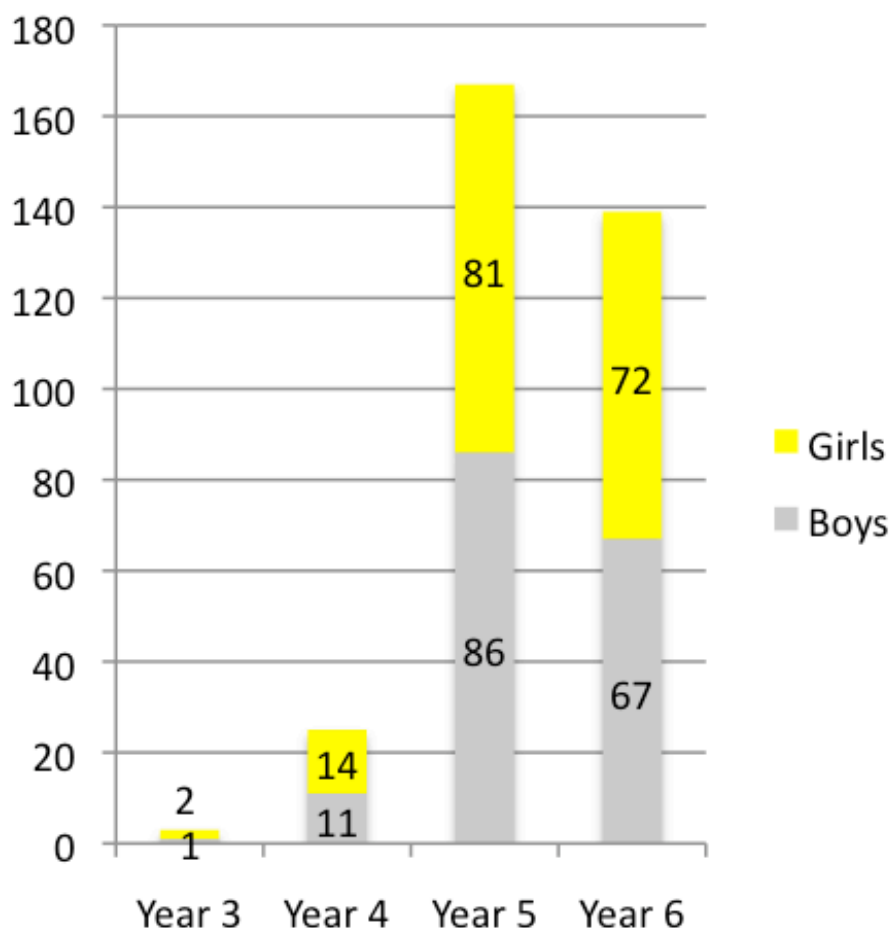
For the Primary Pupil Questionnaire,

334 children responded, from 18 different schools. In some instances there were 30 or more individuals responding from the same class, and in other cases single individuals from a school responded.

Percentages listed are percentages of the total number of people who answered that question.

The majority of respondents came from year 5 and year 6, with there being a good cross-section of boys and girls represented.

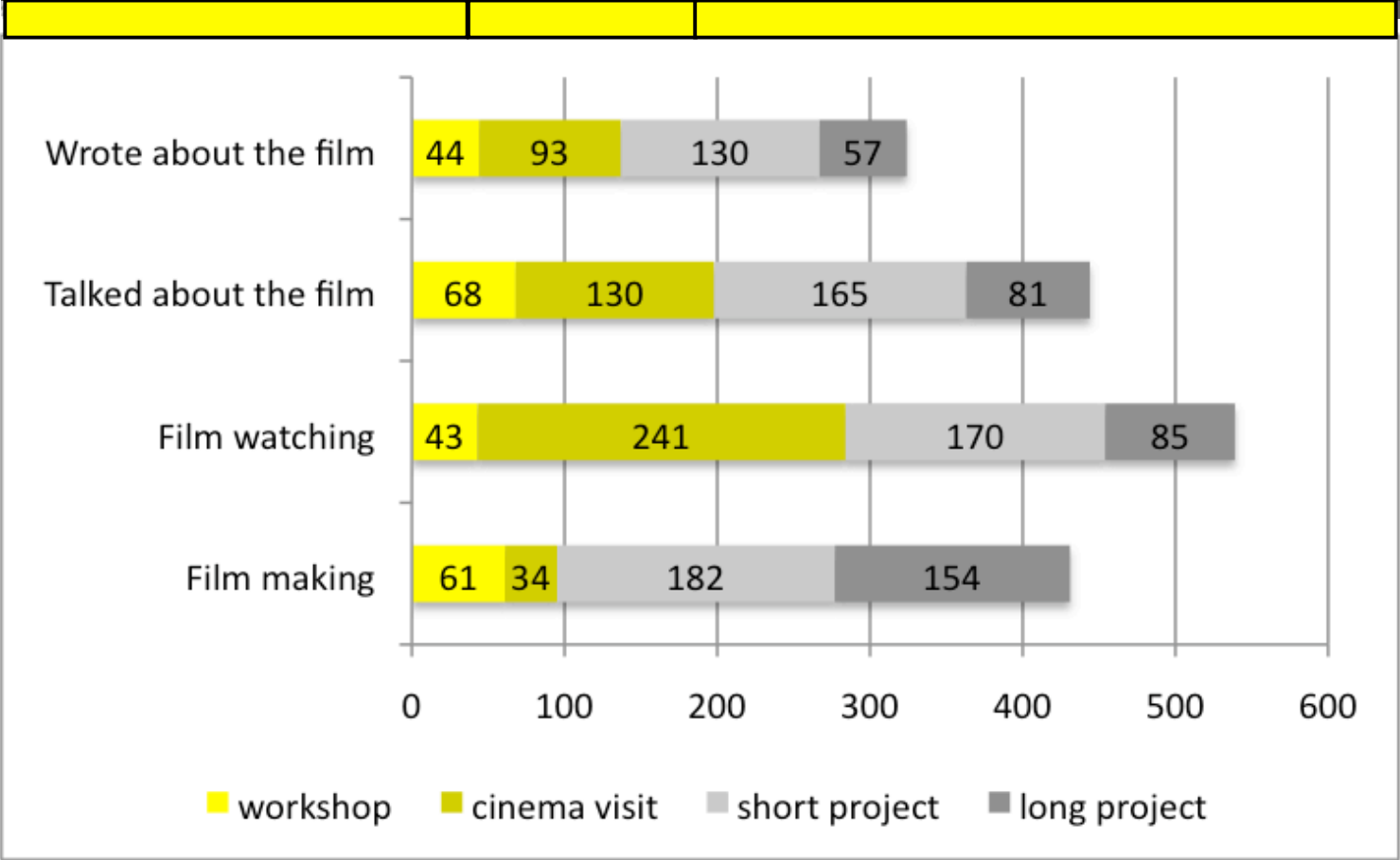
What year are you in?





ACTIVITIES AND PROJECTS

Breakdown of types of activities and projects pupils participated in



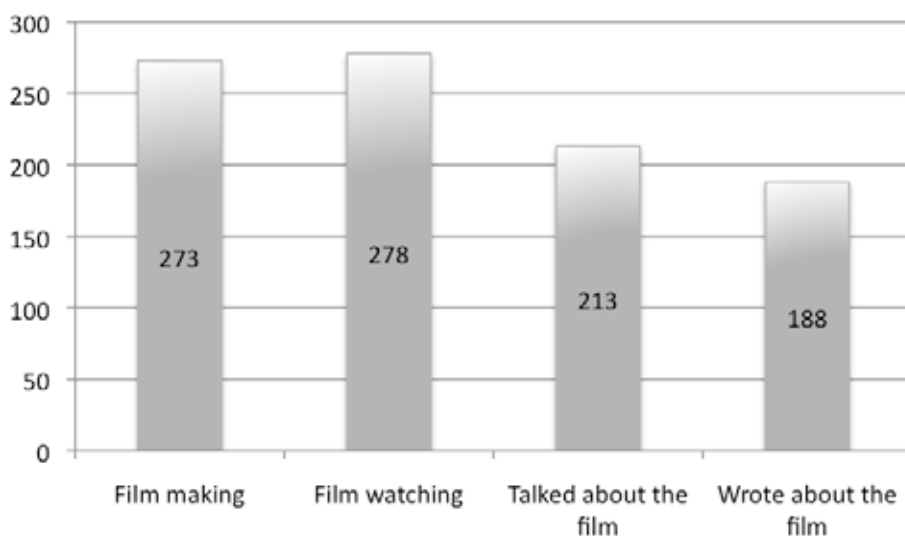
What type of activity?

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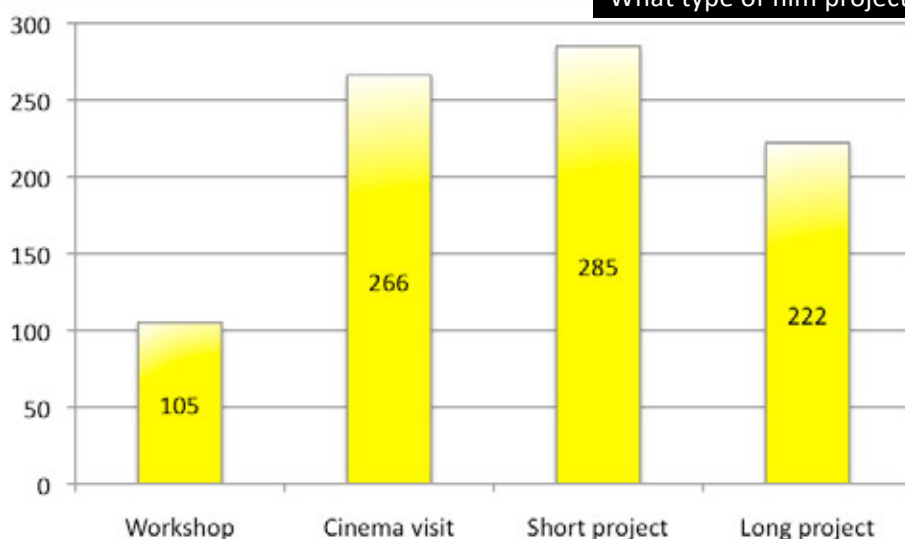
When asked what type of activity pupils were involved in, film watching came in the highest. This may be due to projects such as National Schools Film Week and FILMCLUB. Filmmaking was almost level pegging with watching, due to the popularity of activities that organizations such as Cineclub and First Light offer. Analysing film, verbally or written, may involve activities such as critiquing a film, or creating a poster, or working with the trailer.

There are many types of film projects offered at school. Pupils were asked which of the following film projects they had taken part in. Again, for the primary students the results were fairly level in terms of the difference between boys and girls, with boys' responses being a bit higher. Short-term projects were the most common with cinema visits, such as attending National Schools Film Week, coming in close behind. Long-term projects meant term- or year-long projects linked to the curriculum.

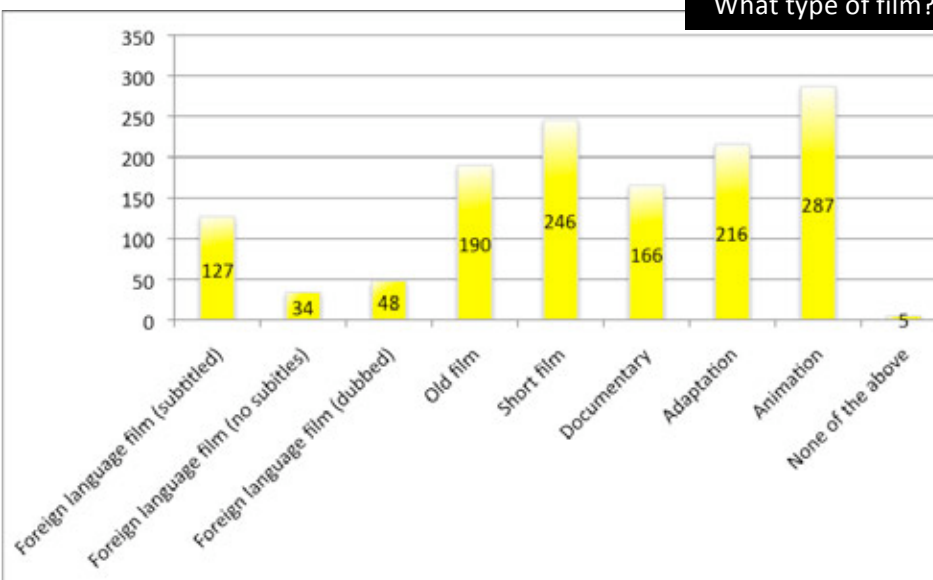
When asked what type of film the primary school pupils had worked with in their various projects, animation was the most popular – this would naturally be the most engaging type of film for this age group. Films based on books, i.e. adaptations, scored quite highly, just below short films, which hold the attention span of primary school children well. Foreign language films were not often used in activities with pupils, but it is encouraging to see that they were used at all, at this level.



What type of film project?



What type of film?





BENEFITS TO PRIMARY PUPILS

How much the pupils enjoyed the projects and the impact

In the survey, pupils were asked how much they enjoyed taking part in the film project(s). On average only two percent of all pupils asked said they didn't enjoy the projects much, or not at all. More boys said they enjoyed it a lot at 85% compared to the girls at 80%; however, the girls who said they enjoyed it a little outnumbered the boys (see graphs on page 17).

Pupils surveyed also told us how they felt after taking part in the film project(s) at school. Overall there was not a noticeable difference between boys and girls of this age to any one of the questions we asked, although it made more girls (78) want to read stories than boys (62).

Children tended to go home and talk to their parents about the films they watched at school which led onto them going to the cinema together much more often.

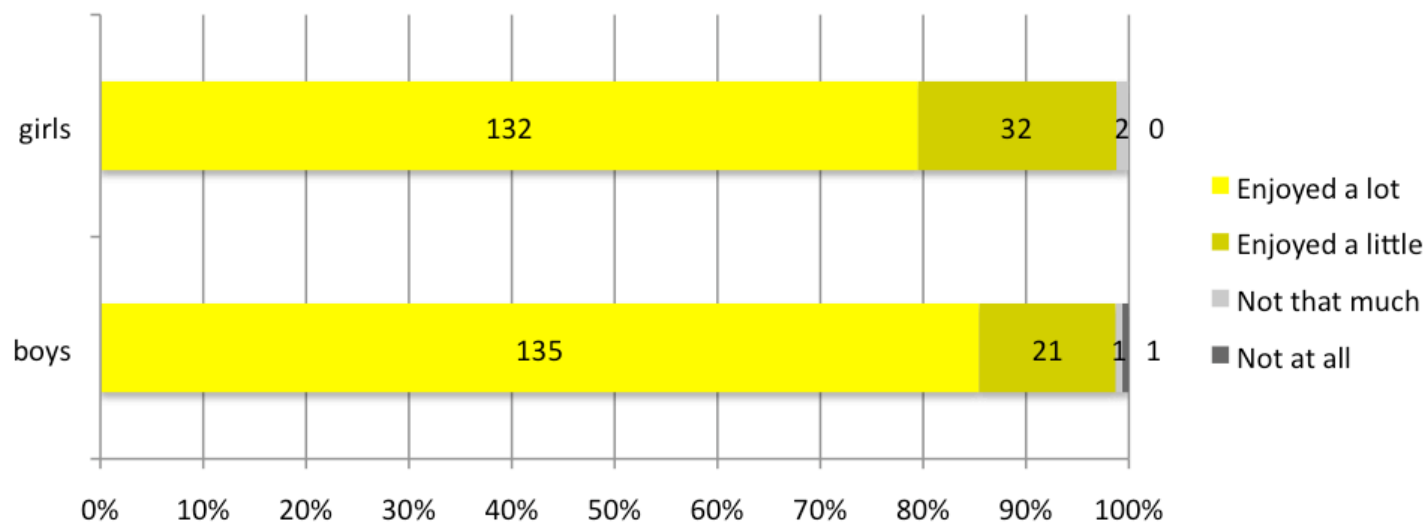
Using film in the classroom had unexpected benefits apart from making learning more fun, like the primary school pupils enjoyed being at school much more and they also liked their teachers much more after the projects.

Other benefits of the primary school film projects that have become apparent in this survey included making good friends, i.e. sociability, as well as giving them lots of ideas when writing stories.

The majority of pupils wanted to participate in another project using film and thought that learning was much more fun.

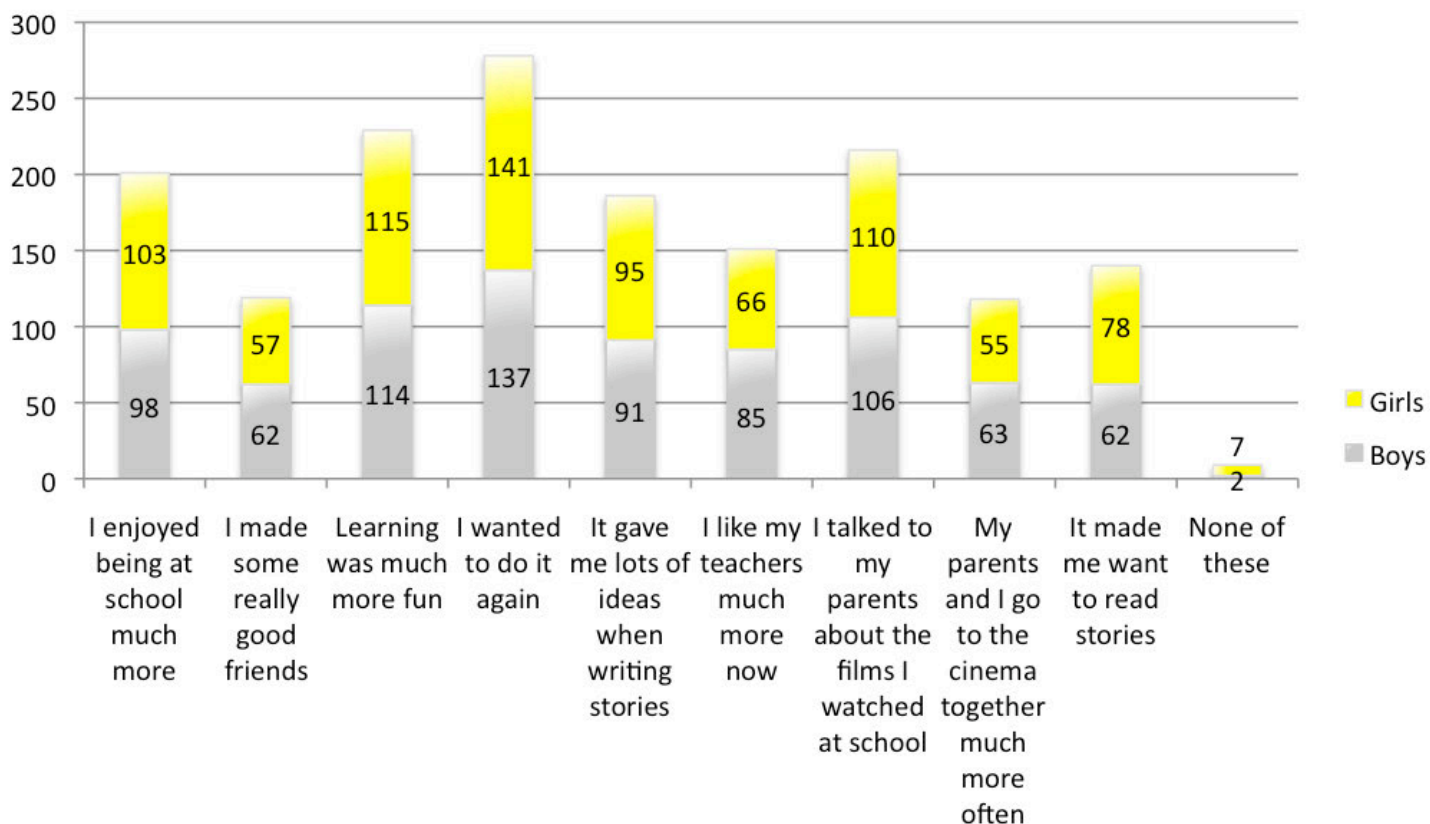
However, the key statistic here is that the pupils enjoyed being at school much more as a result of the moving image projects undertaken during term time.

Enjoyment



How much did you enjoy it?

How did you feel after the project?





CHAPTER 3: SECONDARY QUESTIONNAIRE

SECONDARY QUESTIONNAIRE

For the Secondary Pupil Questionnaire, 106 children responded, from 24 different schools across the UK. The demographic breakdown shows 38 boys

responded and 68 girls, meaning that in order to get meaningful comparison some graphs refer to percentages. All percentages refer to the number of people who answered that question.

The graph below shows the breakdown of the age groups that responded to the questionnaire, differentiating between boys and girls.

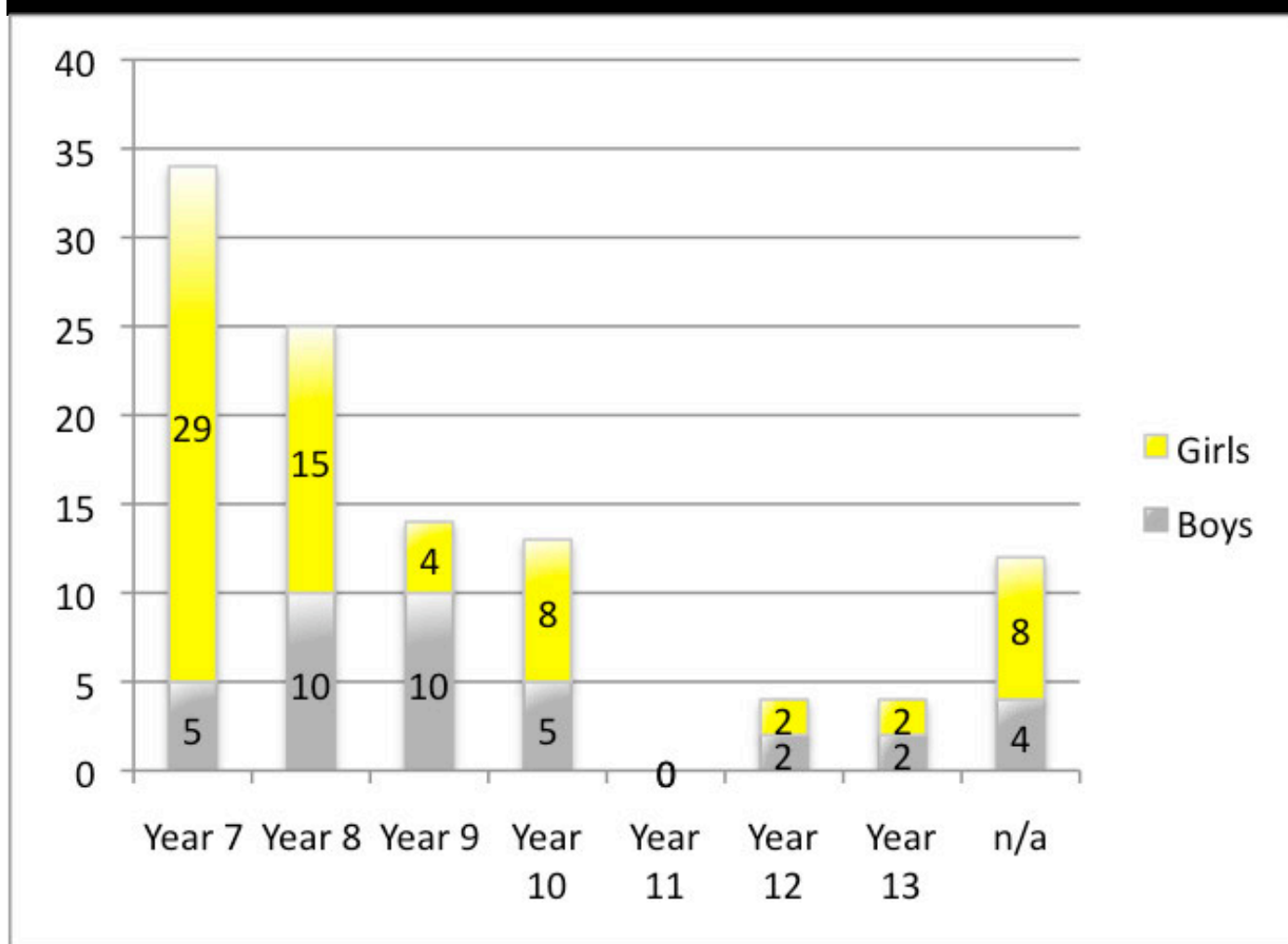
The majority of responses came from Year 7 girls, that is to say, in the aged 11-12 bracket, with a comparatively small response from boys of that age group. Interestingly, no students in Year 11 (ages 16-17)

took part in the survey - it would be a good exercise to find out why - perhaps they were too busy studying for their GCSEs, or they felt the questionnaire wasn't relevant to them, or they didn't have access to it.

An equal amount of boys and girls responded from A level students in Year 12 and 13.

Several respondents didn't specify which year they were in (n/a), which could indicate they may have been in higher educational institutions or in vocational training, or weren't sure of the answer.

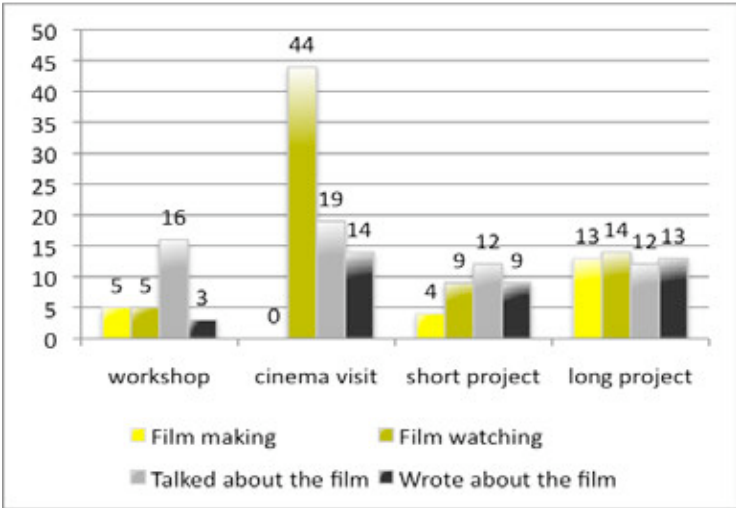
What year are you in?





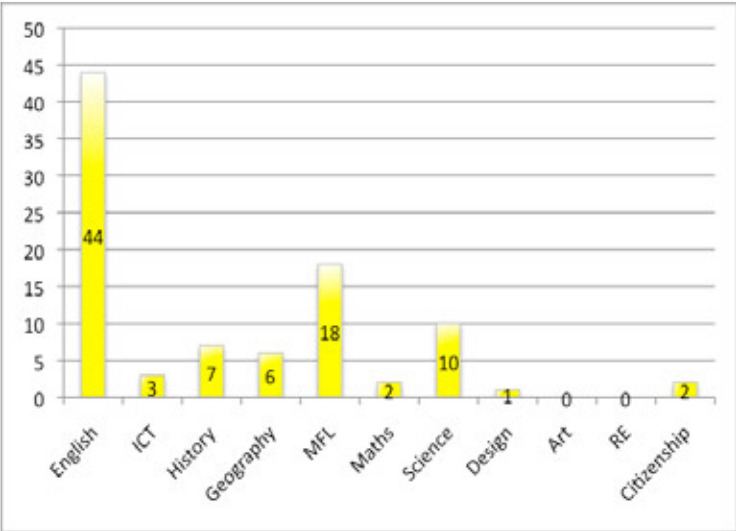
INTERACTION, SUBJECTS, ENJOYMENT

Breakdown of subjects using film, types of activities & students feelings



and writing were fairly equal. The graph below shows that the most common subject in which film was used in secondary school was English, with Modern Foreign Languages the next favourite, followed by Science. Interestingly, the use of film in the classroom doesn't feature in Art lessons for those surveyed.

The graph above refers to the type of film project in the school, and the question asked was which project have they (secondary students) taken part in, with the correlating activity next to it. Obviously cinema visits entail film watching, but talking and writing were consequent activities. During long-term projects, film-making, watching, talking



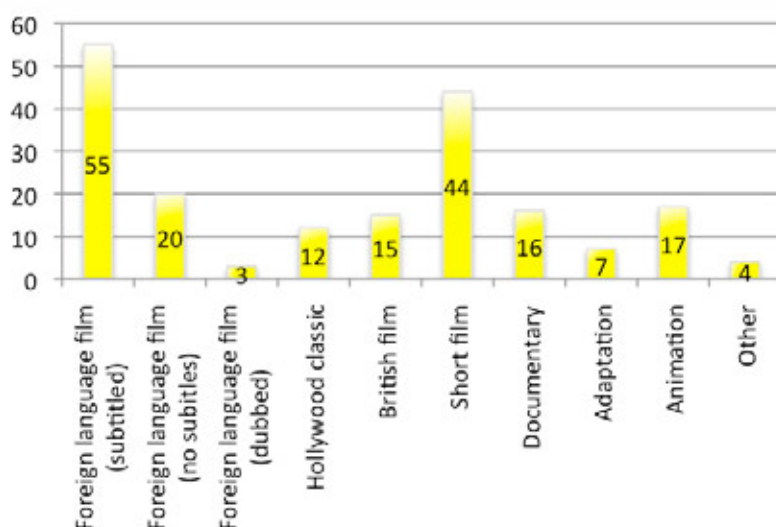
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A different type of film was used in each project, and students were asked to specify what they were. Interestingly, compared to the primary school results, foreign language films with subtitles came out on top, clearly used as an integral part in Modern Foreign Language classes. Perhaps surprisingly, foreign language films with no subtitles were also quite commonly used, and adaptations were low.

Students in the 13-19 age range were asked how much they enjoyed taking part in the film projects. 91% of total respondents enjoyed film a little or a lot. More girls enjoyed it a little or a lot at 94%, with the boys not far behind at 87%. Not one student didn't enjoy using film in their projects at all.

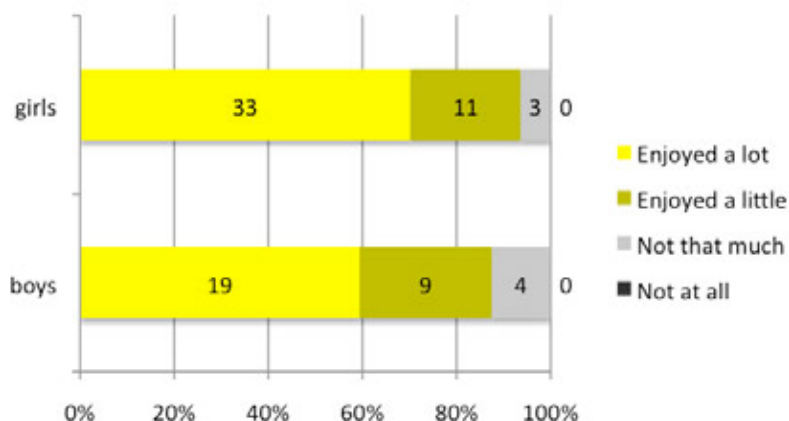
Secondary Students were asked which words described their feelings about the film project(s) they took part in at their school. A higher percentage of girls than boys said it was fun and creative, that being their highest response. The boys on the other hand, found it more useful, inspiring, thought-provoking and challenging than the girls – possibly they are looking at it from a potential career vantage point.

What type of film?

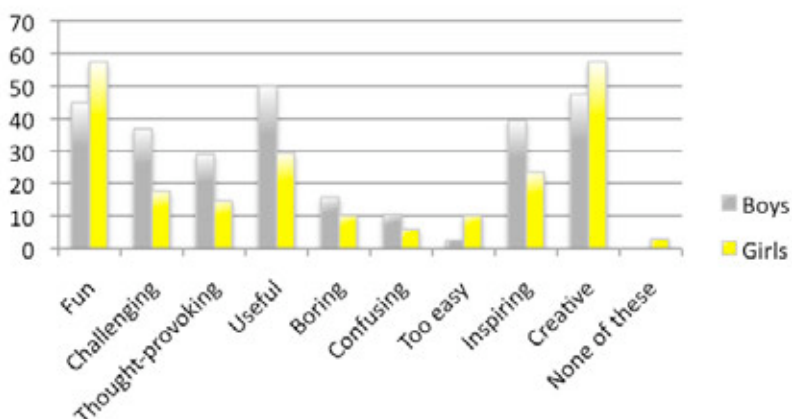


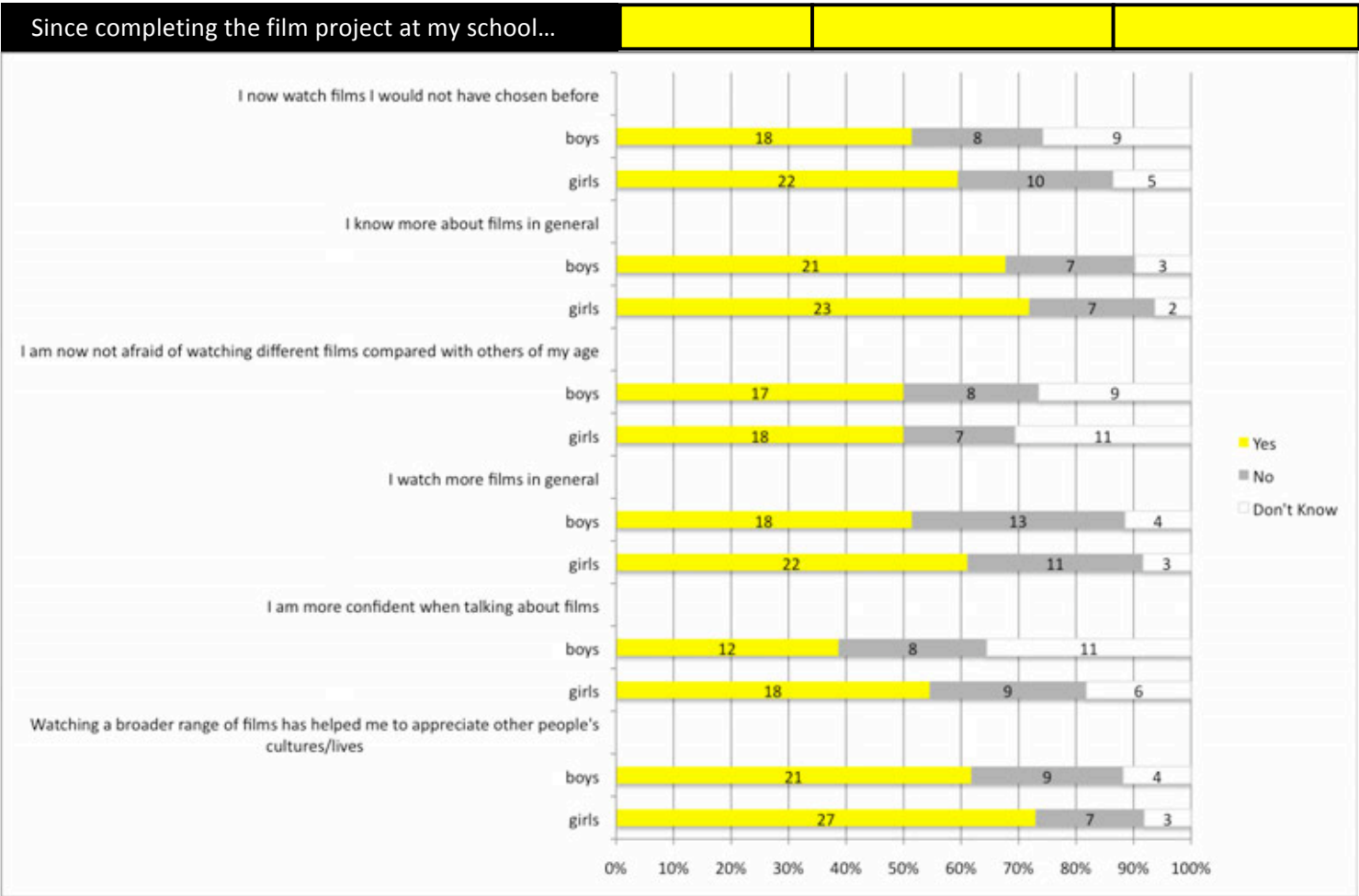
Feelings about film?

Enjoyment



Percentages





Secondary school students were asked to consider the opinions of their peers on what they experienced after taking part in and completing a film project at school, and whether they agreed or not.

Girls’ responses were generally slightly higher than boys across all statements.

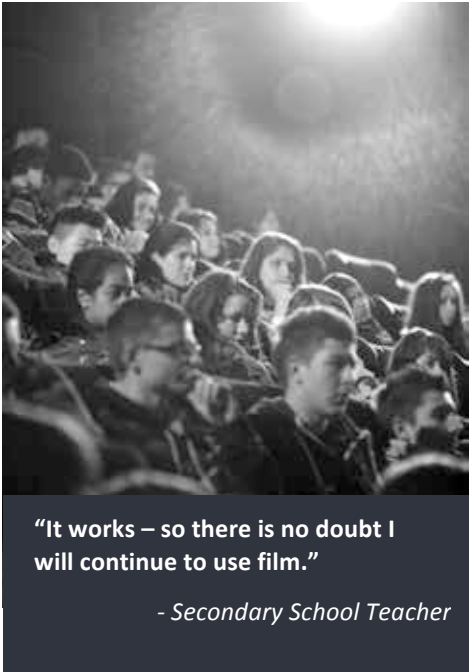
68% of all respondents, boys and girls, said that watching a

broader range of films has helped them to appreciate other people’s cultures/lives.

70% said they know more about films in general, with 56% saying they would not watch films they would not have chosen before, since completing their film projects at school.

Half of respondents said that they are now not afraid of watching different films, compared to others of their age. However, only 40% felt more confident when talking about films.

56% of secondary students now watch more films in general – 61% of girls and 51% of boys.



“It works – so there is no doubt I will continue to use film.”

- Secondary School Teacher

(Continued)

For the first time, in the following chart, we see noticeable differences between the boys and the girls personal experiences in using film in the classroom. 66% of boys agreed or strongly agreed how surprised they were by how creative they could be, compared with 47% of girls.

Another benefit for boys was that using film made them feel more confident about working in a group – 80% agreed this was the case, for girls this was 59%.

One of the more interesting findings was that 43% of boys wanted to

read more after the film project – only 26% of girls experienced this. 23% of boys strongly agreed that it helped them with their reading and writing compared to only 6% of girls.

Slightly more boys than girls said that since the projects they had been involved in, they liked school more with 48% of boys agreeing or strongly agreeing and 42% of girls.

An average of 39% of students, an almost equal number of both boys and girls said a positive outcome was that they liked their teachers more.

One of the few things girls agreed on more than boys was that they think film should be used in other lessons: 100% of girls agreed or strongly agreed, with 79% of boys doing the same. 77% of girls said they had learnt skills that they can use in other lessons (63% of boys).

There was roughly the same outcome with about 90% of students agreeing or strongly agreeing that the film project was a useful way of learning, with 60% of boys and 49% of girls saying that it was one of the highlights of their school year.

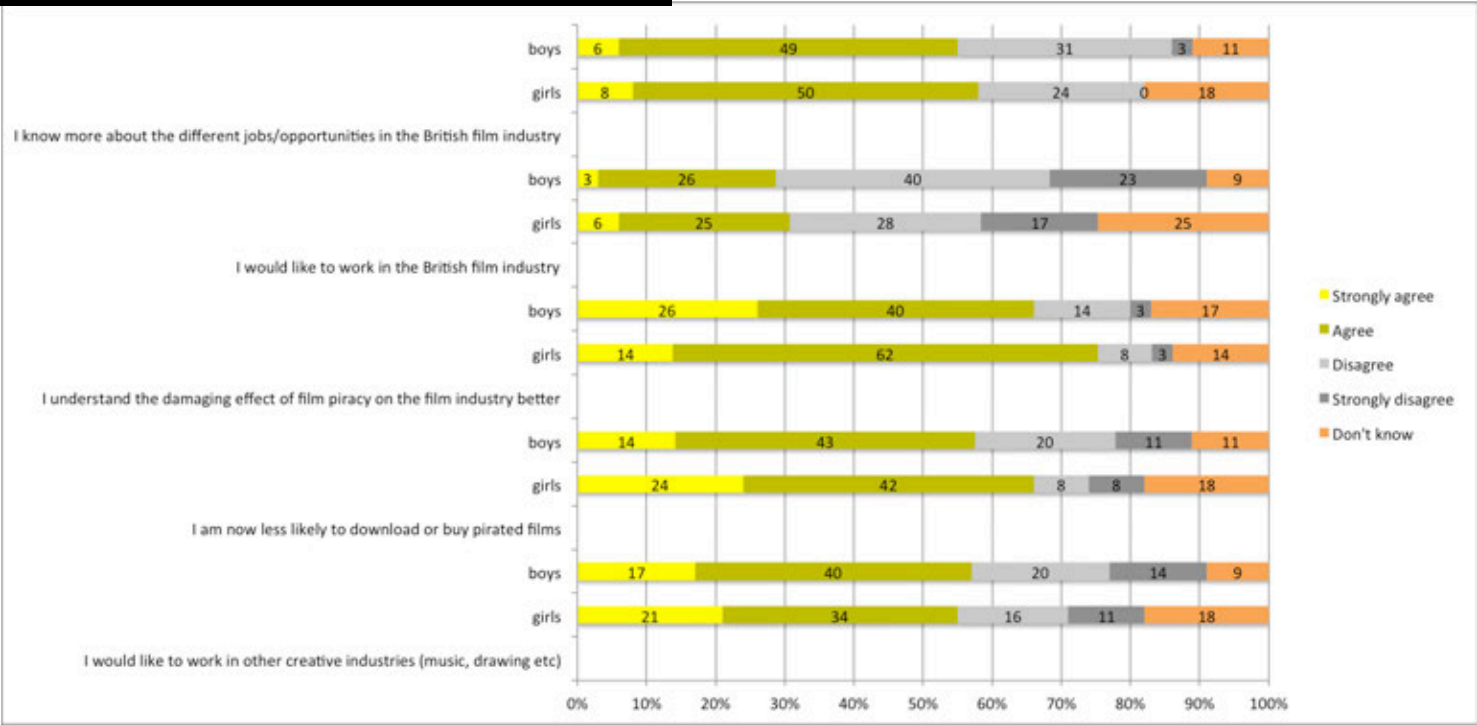




THE FUTURE

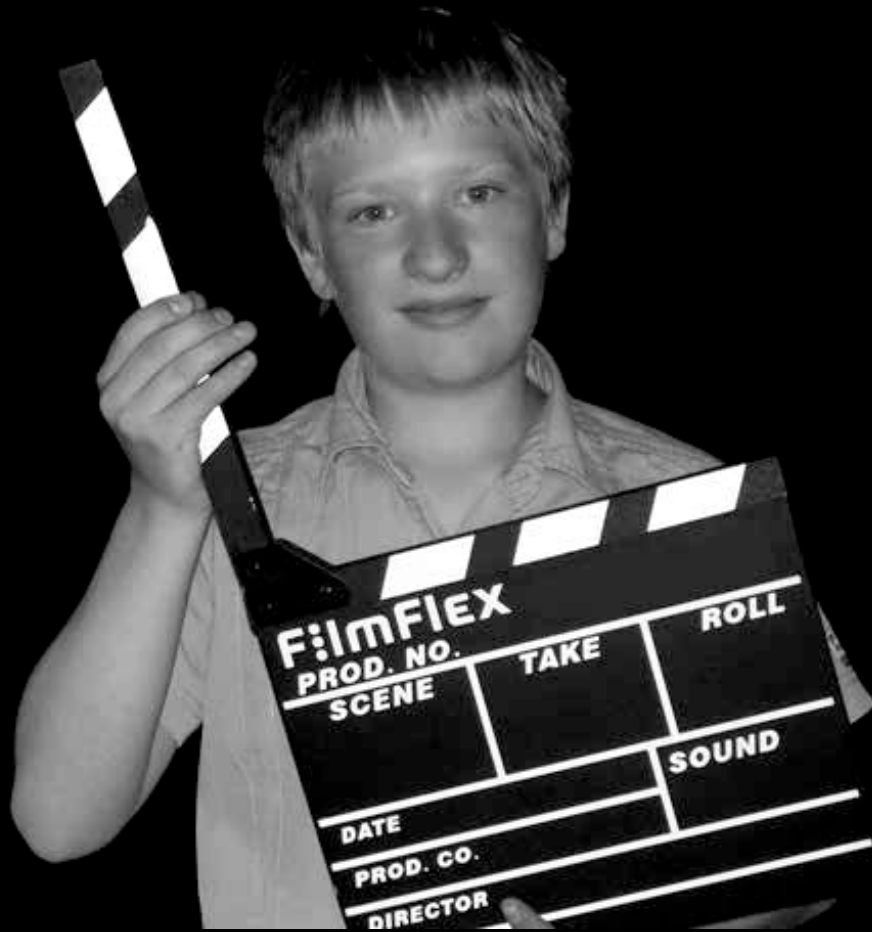
Working in the British Film Industry

Since completing the film project...



When asked about the film industry, it's interesting to note that students feel they know more about it as a

result of their project, but that doesn't necessary make them want to work in it.



CHAPTER 4 CONCLUSION

CONCLUSION



“Visual stimuli has a positive effect on students ability to process and demonstrate understanding of a text.”

- Secondary School Teacher

The results of the questionnaires show that where film is already being used, it is unanimously appreciated. Of all the teachers surveyed, only four said they may not use film again, stating a lack of time as the only disincentive, with the overwhelming majority agreeing that using film increased their skills, engagement with pupils and even their enthusiasm for their craft. What is also clear is that there is demand for more support, with 94% of teachers stating an interest in film-based CPD and an even greater majority keen to see film covered in teacher training. The challenge for the future is to widen access to good film education provision, until it is universally available, sustainable, and embedded in the curriculum for the benefit of educators and young people alike.

We set out to evidence that using film in the education works, from the points of view of those delivering it and those receiving it. In reading the results of this survey there is little doubt that film has had a tremendous impact on both teaching and learning in classrooms across the UK. However, there is a lot more work that needs to be done, in order to change negative attitudes and increase understanding of the value of film.

The tangible benefits to students are obvious, in terms of showing how film education impacts the film industry, individual student performance and behaviour – and proves that film education could close the attainment gap. Students and pupils report that they feel more engaged in their learning and, through the use of film, are more willing to tackle challenging and difficult subjects and tasks. Consequently they enjoy being at school and their lessons more, and thus pay more attention, are less disruptive and learn basic skills such as reading. It is obvious that if a student enjoys their lessons, they learn more. And the beauty of film is that it's all-encompassing, not only at schools and universities, but outside of the classroom, too...

The evidence is clear: teachers who have themselves received film training in ITT or CPD feel happier and more confident in using film in lessons and can see clear benefits to pupils; that said, more film training is needed. The 'Incorporating Film Within the Curriculum' chart summarises the feelings of teachers about film. Teachers report not only increased motivation in their students but also development of cultural understanding and improvement in both critical and creative thinking, skills which it is hoped the students transfer to other subjects in the curriculum.

A strong message has emerged, which is that the active learning model which film

education proposes is successful not only in engaging students and pupils within the educational domain, but also leads to an increased involvement with film itself; a desire to see a wider range of films, the consideration of film as an art form and a positive engagement with cinema. With the Strategy coming to an end, what are the challenges that any new developments in film education face? There is no denying that there is a desire on the part of both teachers and students / pupils to see an expansion of the use of film in lessons. The first challenge is to develop the expertise of teachers in using film. Nearly 75% of teachers felt that they lacked confidence when it came to using film in the classroom. Alas the research does not pinpoint where this lack of confidence lies. Is it in the use of technology when it comes to film making? Is it in the lack of a conceptual framework when it comes to adopting a critical approach to film? Or is it a mixture of both?

The second challenge is to support teachers more in their use of film. 95% of teachers felt that they would use film more if there was support available for them to develop further use of film within the curriculum. Again, the research does not express what is meant by "support". We would project that teachers need more training, more curriculum related teaching resources and more possibilities of meeting like minded colleagues in their local area – the development of a self help group, if you will.

Any organisations that pick up the baton from the Strategy need to bear these two issues in mind. Students and pupils thrive when film is used as a teaching tool. Teachers see a positive benefit to their teaching. The success of any future film education programme rests on providing the wherewithal and support to teachers to further increase the use of film in both formal and informal contexts.



CHAPTER 5 APPENDIX

TEACHERS

For each project you have been involved with, please tell us the type(s) of interaction with film. Did the project involve...?

Number of pupils involved	All	Pri	Sec	FE
Workshop	6,596	3,055	2,963	578
Cinema visit / National Schools Film Week	20,030	10,804	8,049	1,177
Short film project linked to curriculum (1-2 weeks)	16,384	6,022	9,841	521
Long term project linked to curriculum (term/year long)	10,529	4,025	5,971	533
Other	2,604	1,544	951	109

Thinking about your preparation for a film project in general, how often did / do you use resources provided by...?

48% of teachers regularly use resources from Consortium Partners when preparing for film projects
73% of teachers regularly use the internet when preparing for film projects

We would like to know your opinion about incorporating film within the curriculum. Please tell us how strongly you agree or disagree with each of the following statements.

% who Agreed or Strongly Agreed	All	Pri	Sec	FE
Exposure to a wide range of films helps to broaden children's understanding of the world and other cultures	100%	100%	100%	100%
Film is a useful teaching tool across the curriculum and / or in other lessons (e.g. Maths, Science, Language)	98%	99%	99%	96%
Film education helps young people to develop their wider creative skills (e.g. Creative writing, Music, Photography)	99%	98%	99%	100%
Film combines several different art forms and is an advanced form of storytelling	98%	99%	97%	96%
Film is a means of getting young people enthusiastic about their subject	99%	100%	99%	100%
There should be more opportunities in schools for young people to learn about film	98%	95%	99%	100%
Teachers would use film more widely if they had more support (be it training or resources)	95%	98%	92%	100%
It is the lack of teacher confidence which prevents film being used more widely	69%	76%	66%	56%

We would like to know how the film project(s) have affected your students.

% who saw at least one improvement for each category	All	Pri	Sec	FE
At least one industry/film improvement	92%	85%	95%	100%
At least one performance improvement	99%	98%	100%	96%
At least one behavioural improvement	100%	99%	100%	100%

TEACHERS

We would like to know how the film project(s) have affected your students [continued].

% who agreed	All	Pri	Sec	FE
Awareness of career options in film and creative industries	39%	37%	41%	43%
Understanding and respect for creativity and intellectual property rights	39%	37%	41%	43%
Understanding and appreciation of film as an art form	81%	72%	85%	93%
Creative ability / performance (e.g Music, Design, Drama)	76%	83%	72%	71%
Reading and writing skills	71%	79%	66%	64%
Overall performance at school	46%	53%	39%	56%
Verbal reasoning	63%	63%	61%	72%
Use of technology	71%	79%	68%	57%
Attendance rates at school / college / youth service schemes	22%	16%	24%	32%
Attitude towards learning / motivation to learn	82%	83%	82%	79%
Confidence / self-esteem	68%	71%	65%	71%
Concentration / attentiveness	77%	79%	76%	75%
Planning / time management	31%	27%	34%	29%
Critical thinking	73%	65%	75%	93%
Creative thinking	83%	83%	83%	82%
General behaviour in the classroom	59%	51%	65%	57%

% who saw at least one improvement for each category	All	Pri	Sec	FE
At least one industry/film improvement	92%	85%	95%	100%
At least one performance improvement	99%	98%	100%	96%
At least one behavioural improvement	100%	99%	100%	100%

Overall, in your opinion, were there any specific groups of pupils (age or gender) who have undergone a stronger significant positive change than others?

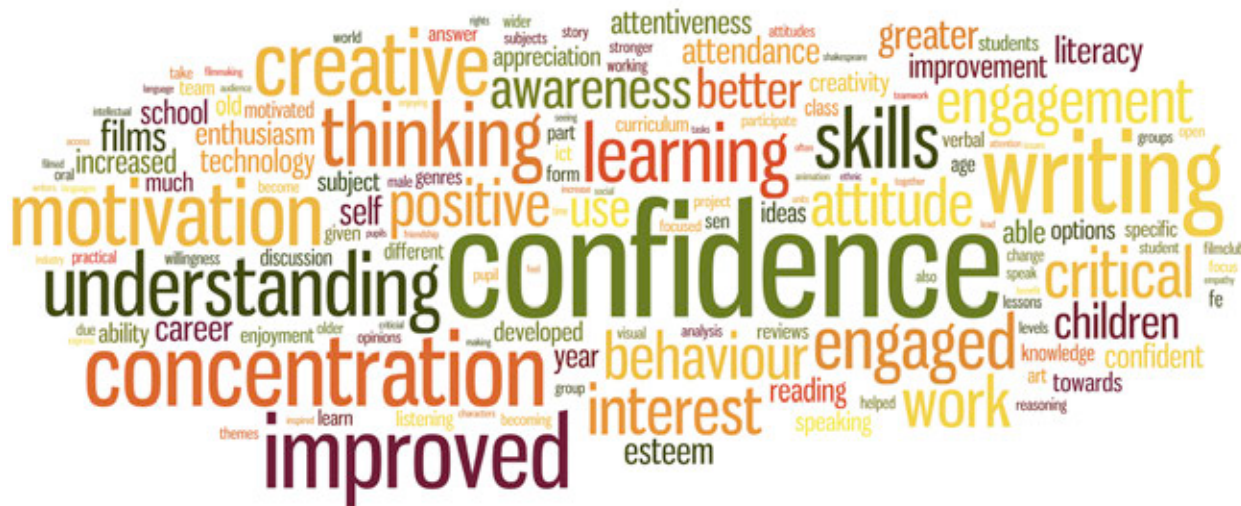
% positive changes in pupils	All	Pri	Sec	FE
Boys	59%	58%	58%	75%
Girls	15%	17%	15%	8%
Both	26%	24%	27%	17%

Referring to the specific groups of pupils (age or gender) who have undergone a stronger significant positive change than

% Mentions	All	Pri	Sec	FE
Literacy – specific to boys	22%	32%	14%	0%
Literacy (either)	6%	9%	0%	0%
Confidence (either)	27%	23%	29%	67%
Motivation (either)	45%	36%	57%	33%

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Wordcloud of descriptive responses showing positive change.



Now thinking about your personal experiences throughout the film project(s), how strongly would you agree with the following?

% who Agreed or Strongly Agreed	All	Pri	Sec	FE
The film project made me more enthusiastic about teaching	93%	93%	93%	96%
The film project helped me to engage more with pupils	94%	94%	94%	93%
The film project helped me to reach more difficult or challenging students	90%	86%	92%	89%
The film project enabled me to learn new skills / refine skills I can apply more widely in my teaching	83%	83%	83%	89%
Given the opportunity, I would like to be involved in another similar film project with pupils	96%	96%	96%	100%

% who had film in Initial Teacher Training (ITT)	All	Pri	Sec	FE
Yes	13%	10%	15%	14%
No	87%	90%	84%	86%

Now that you have completed the project(s), would you say that...?

% who answered 'definitely' or 'probably'	All	Pri	Sec	FE
Pupils who participated in the film project would want to take part in MORE film-related activities	99%	98%	100%	100%
There should be more film education opportunities at your school offered to young people	97%	96%	98%	96%
There has been an increased understanding among the leadership team at school about the value of learning about film	53%	61%	48%	44%
There has been a positive change of attitude towards film education amongst parents	44%	48%	41%	43%

Continued Professional Development (CPD)	All	Pri	Sec	FE
% who have previously attended film-based CPD	46%	48%	45%	40%
% who be interested in attending film-based CPD in the future	94%	94%	94%	100%

PRIMARY PUPILS

What year are you in?

% Year	All	Boys	Girls
Year 3	1%	1%	1%
Year 4	7%	7%	8%
Year 5	50%	52%	48%
Year 6	42%	41%	43%

For each film project you took part in, please tell us which of these activities you did?

Number of primary pupils who agreed	Both	Boys	Girls
Film Making	273	131	142
- workshop	61	29	32
- cinema visit	34	23	11
- short project	182	90	92
- long project	154	80	74
Film Watching	278	136	142
- workshop	43	19	24
- cinema visit	241	124	117
- short project	170	84	86
- long project	85	45	40
Talked About the Film	213	102	111
- workshop	68	33	35
- cinema visit	130	65	65
- short project	165	84	81
- long project	81	43	38
Wrote About the Film	188	88	100
- workshop	44	22	22
- cinema visit	93	44	49
- short project	130	63	67
- long project	57	26	31

PRIMARY PUPILS

Below are some descriptions of different types of film. Which of these types of film have you watched in the project?

Number of primary pupils who agreed	Both	Boys	Girls
I watched a film in a foreign language and I had to read the subtitles to understand	127	73	54
I watched a film in a foreign language without subtitles	34	17	17
I watched a film in a foreign language where they had changed the language to English so we could understand it	48	26	22
The film was made a long time ago / it was an old film	190	94	96
It was a short film (less than half an hour)	246	122	124
It was a documentary	166	87	79%
It was based on a book	216	105	111
It was an animated film	287	146	141
None of these	5	2	3

Overall, how much did you enjoy taking part in the film project?

% of primary pupils who agreed	Both	Boys	Girls
Enjoyed a lot	82%	85%	80%
Enjoyed a little	16%	13%	19%
Not that much	1%	1%	1%
Not at all	0%	1%	0%

Please tell us how you felt after the film projects you did at school.

% of primary pupils who agreed	Both	Boys	Girls
I enjoyed being at school much more	60%	59%	61%
I made some really good friends	36%	38%	34%
Learning was much more fun	69%	69%	68%
I wanted to do it again	83%	83%	83%
It gave me lots of ideas when writing stories	56%	55%	56%
I like my teacher / teachers much more now	45%	52%	39%
I talked to my parents about the films I watched at school	65%	64%	65%
My parents and I go to the cinema together much more often	35%	38%	33%
It made me want to read stories	42%	38%	46%
None of these	3%	1%	4%

SECONDARY STUDENTS

What year are you in?

% Year	All	Boys	Girls
Year 7	32%	13%	43%
Year 8	24%	26%	22%
Year 9	13%	26%	6%
Year 10	12%	13%	12%
Year 11	0%	0%	0%
Year 12	4%	5%	3%
Year 13	4%	5%	3%
N/A	11%	11%	12%

Which type of film project did you partake in, and how often?

Number of secondary pupils who agreed	Both	Boys	Girls
WORKSHOP	23	9	14
- one off	16	6	10
- irregular	6	2	4
- ongoing	1	1	0
CINEMA	46	17	29
- one off	36	11	25
- irregular	8	5	3
- ongoing	2	1	1
SHORT PROJECT	17	11	6
- one off	5	1	4
- irregular	10	8	2
- ongoing	2	2	0
LONG PROJECT	20	10	10
- one off	14	7	7
- irregular	0	0	0
- ongoing	6	3	3

SECONDARY STUDENTS

During which subject/subjects did you use film?

Number of secondary students who agreed	Both	Boys	Girls
English	44	21	23
ICT	3	1	2
History	7	4	3
Geography	6	2	4
MFL	18	7	11
Maths	2	2	0
Science	10	4	6
Design	1	1	0
Art	0	0	0
RE	0	0	0
Citizenship	2	1	1
Other	0	0	0

Which of these different types of film did you watch in the project?

% of the total secondary students who agreed	Both	Boys	Girls
Foreign language film (subtitled)	52%	47%	54%
Foreign language film (no subtitles)	19%	26%	15%
Foreign language film (dubbed)	3%	3%	3%
Hollywood classic	11%	11%	12%
British film	14%	24%	9%
Short film	42%	45%	40%
Documentary	15%	18%	13%
Adaptation	7%	11%	4%
Animation	16%	21%	13%
Other	4%	8%	1%

Overall, how much did you enjoy taking part in the film project?

% of secondary students who agreed	Both	Boys	Girls
Enjoyed a lot	66%	59%	70%
Enjoyed a little	25%	28%	23%
Not that much	9%	13%	6%
Not at all	0%	0%	0%

SECONDARY STUDENTS

During which subject/subjects did you use film?

Number of secondary pupils who agreed	Both	Boys	Girls
Film Making	20	11	9
- workshop	5	3	2
- cinema visit	0	0	0
- short project	4	2	2
- long project	13	6	7
Film Watching	54	24	30
- workshop	5	4	1
- cinema visit	44	17	27
- short project	9	8	1
- long project	14	9	5
Talked About the Film	39	19	20
- workshop	16	5	11
- cinema visit	19	10	9
- short project	12	9	3
- long project	12	8	4
Wrote About the Film	26	14	12
- workshop	3	2	1
- cinema visit	14	7	7
- short project	9	8	1
- long project	14	7	6

Which of the following words describe your feelings about the film projects(s) you took part in at your school?

% of secondary students who agreed	Both	Boys	Girls
Fun	53%	45%	57%
Challenging	25%	37%	18%
Thought-provoking	20%	29%	15%
Useful	37%	50%	29%
Boring	12%	16%	10%
Confusing	8%	11%	6%
Too easy	8%	3%	10%
Inspiring	29%	39%	24%
Creative	54%	47%	57%
None of these	2%	0%	3%

SECONDARY STUDENTS

Below you will find opinions from other pupils talking about their experiences after taking part in a film project at school. Please tell us whether any of the following statements also apply to you?

% secondary students said yes	Both	Boys	Girls
I now watch films I would not have chosen before	56%	51%	59%
I know more about films in general	70%	68%	72%
I am now not afraid of watching different films compared with others of my age	50%	50%	50%
I watch more films in general	56%	51%	61%
I am more confident when talking about films	47%	39%	55%
Watching a broader range of films has helped me to appreciate other people's cultures/lives	68%	62%	73%

Now thinking about your personal experiences throughout the film project(s), how strongly would you agree with the following statements?

% of secondary students who agreed or strongly agreed	Boys	Girls
I liked working with people I don't normally socialise with	62%	69%
I was surprised by how creative I can be	67%	47%
Since the film project I like school more	47%	42%
Since the film project I like my teachers more	40%	38%
I feel more confident about working in a group	81%	58%
The film project has helped with my reading and writing	40%	39%
I have learned skills that will help me in other lessons	63%	77%
The film project was one of the highlights of the school year	60%	49%
I think we should use film in other lessons	77%	100%
The film project made me want to read more	43%	26%
The film project was a useful way of learning	91%	87%

Many people work in the British film industry – from working in make-up and props, to acting and directing, to working the camera or editing the final cut. Do any of the following statements apply to you?

% of secondary students who agreed or strongly agreed	Boys	Girls
I know more about the different jobs/opportunities in the British film industry	54%	58%
I would like to work in the British film industry	29%	31%
I understand the damaging effect of film piracy on the film industry better	66%	76%
I am now less likely to download or buy pirated films	57%	66%
I would like to work in other creative industries (music, drawing etc)	57%	55%

TESTIMONIALS

"Teaching literacy through a focus on superheroes engaged their thinking about characters and their reading" – Primary School Teacher

"In boys there was a behaviour improvement - took them to showing they were responsible and polite" – Secondary School Teacher

"Boys who do not engage in reading are more engaged by film" – Primary School Teacher

"Appreciation of different film genres has been impacted; attendance has improved due to targets set; confidence [has] improved due to feeling part of a group" – Secondary Teacher

"Very positive response in [the] first exam year to [a] different approach to language" – Secondary School Teacher

"Pupils were motivated and more confident to put forward their ideas" – Primary Teacher

"Enthusiasm towards writing greatly improved for the majority of the class" – Primary School Teacher

"Underachievers in writing were more engaged" – Primary School Teacher

"More empathy for characters in films [...] translated to friendship groups" – Primary School Teacher

"Visual stimuli has a positive effect on students' ability to process and demonstrate understanding of a text" – Secondary School Teacher

"Developed the boys critical thinking and interest in other subjects" – FE Teacher

"Some girls tend to think of film as a 'boy' topic but I've seen this changed significantly - and they've taken up AS Film as a consequence" – Secondary Teacher

"[There has been] increased levels of interest and concentration, applying knowledge across the curriculum" – Secondary School Teacher

"The film project reached academically less able pupils. Their self-esteem was boosted. It all feels worthwhile." – Primary Teacher



CONTACT DETAILS

The Strategy, in its first phase, was a three year project funded through a 750,000 National Lottery grant, initially funded through the UK Film Council and latterly by the BFI. The project has been delivered by FILMCLUB, BFI, Skillset, Film Education

and First Light. In 2012, the BFI takes over the mantle for strategic development of film education – please contact Mark Reid (Mark.Reid@bfi.org.uk) in their education department for more details on how to get involved.

'Making the Case for Film Education', the complete advocacy report prepared by Richard Miller and his team at Available Light can be found on the Film: 21st Century Literacy Website, under Findings. This document was created by Lydia Penke and Ruth Brooks.

For further information visit

www.21stcenturyliteracy.org.uk

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