



## ***JISC RSC Scotland South & West Case Study @ Cumbernauld College***

### **Video for beauty treatments**

#### **The challenge**

Prior to beauty therapy treatments being filmed, students in Cumbernauld College had techniques demonstrated to them by lecturers and they were provided with extensive handouts, but they sometimes had difficulties with learning and revision. Discussions between the then Curriculum Manager for Beauty Therapy, Angela McAfee (now Depute Head of Faculty for Service Industries) and the Learning and Teaching Technologist, Colleen Hurren, quickly established that a range of videos should be produced “in house”, using students and staff to demonstrate techniques.



Image taken from arm massage video clip, Cumbernauld College

#### **The aims**

By creating these videos, Cumbernauld College aimed to:

- Engage students in co-authoring materials, encouraging them to take pride and ownership in what they have created.
- Standardise the beauty therapy processes taught to students by encouraging staff to agree on techniques.
- Improve the learning and teaching process by showing therapy techniques on the plasma screens in class.
- Make the materials available at any time and in any place through the college VLE and through mobile devices.
- Help students to revise and practice the therapies outwith class by watching the techniques being performed.
- Appeal to different learning styles and improve accessibility by producing multimedia materials.
- Enhance the IT skills of staff and students.

## **The process**

Swedish Massage was chosen as an area for piloting the use of video. The Curriculum Manager organised lecturers to take part and suitable times were agreed for filming in class. Students worked in pairs, each pair practising and demonstrating a small section of the massage treatment. During filming, lecturers encouraged students to evaluate and improve on their own performance. Lecturers also frequently consulted with colleagues to agree on standard techniques for therapies. The process was filmed in the beauty salon by the Learning Technologist. Clips lasting from 30 seconds to 3-4 minutes were filmed – the length of each discreet massage move. Students learned to start the move on hearing a “beep” from the video camera, and signaled to the Learning Technologist that they were finished by bringing their hands to rest. The film clips were edited using Windows Movie Maker. Slides of text were added during editing - just enough to jog the students’ memory of the process. The lecturer participated in editing by authoring the text slides and helping to trim any unnecessary footage. Relaxing music from a copyright-cleared source was added before the finished videos were generated.

The resulting 10 videos were placed on the college’s virtual learning environment (Moodle), for students and staff to view.

## **Learning and teaching uses**

The videos can be viewed in class using PCs and classroom-in-a-box laptops. They are also played on plasma screens while students are treating clients, so that they can copy the moves for an entire treatment in “real time”.

Students can also view the videos in the college Learning Centre and at home via Moodle. Some videos were made available in mp4 format for use in mobile devices, but as yet demand has not been high for use on iPods, etc.

## **The camera and software**

The camera used is a Sony Handycam DCR-SR35E which has a 30GB hard drive. It has a battery life of one and half hours and can be easily mounted on a tripod. It gives excellent quality video in avi format. The clips are downloaded via a USB cable to the PC, making it as simple to use as a digital camera. The only snag in the process was that Windows Movie Maker did not instantly recognise the clips when they were downloaded from the camcorder. This was remedied by downloading an “All-in-one” codecs pack from the internet.

## **The spread of video**

The videos proved very popular with students and staff and the filming of other areas of beauty therapy quickly followed: Indian Head Massage and Deep and Superficial Facial Cleansing.

The new materials were demonstrated at a meeting of the college's Innovation Team in January 2009, a cross-college forum set up to encourage staff to promote new ways of working in all areas of the college's business. Catering and hospitality lecturers who attended asked to become involved and 9 videos were made from January to April 2009 for vegetable preparation, making bread, making chocolates, the perfect poached egg and cooking fish.

In the course of the year the college purchased simple Flip video cameras and these were used by Motor Vehicle students to make short videos as part of their "Working with Others" project. Sports performance students are filming their sporting activities as part of their assessments.

In the current academic session, videos clips of an abbreviated version of hand massage have already been made by beauty therapy students in the Cumbernauld Campus for use in Glencryan School, which caters for pupils with learning difficulties. Aromatherapy treatments have also been filmed and are in the process of being edited. Many more videos are planned for other curricular areas, e.g. art, hospitality and motor vehicle.

## **Evaluation**

The use of video in beauty therapy was evaluated in June 2009 with questionnaires being issued to 30 students and 2 lecturers. 100% of students agreed that the video materials were valuable. The most popular reasons for saying this were that "allowed better understanding" (62%) and "helped with remembering" (54%).