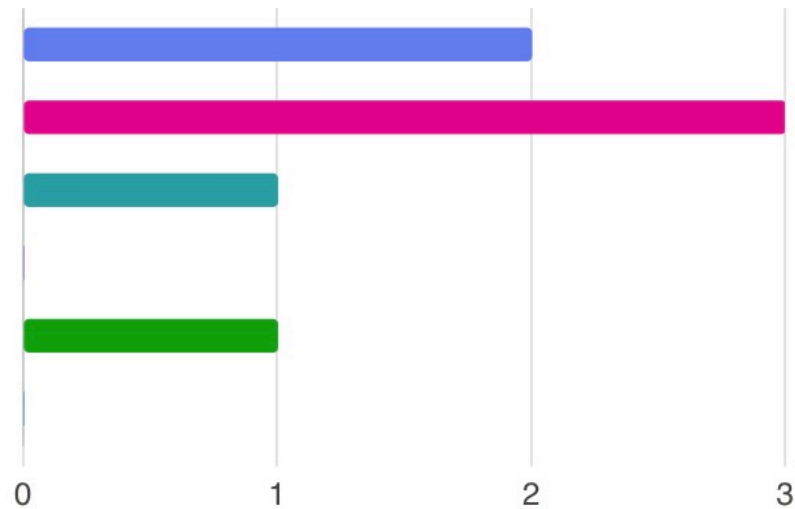


2. What is your role?

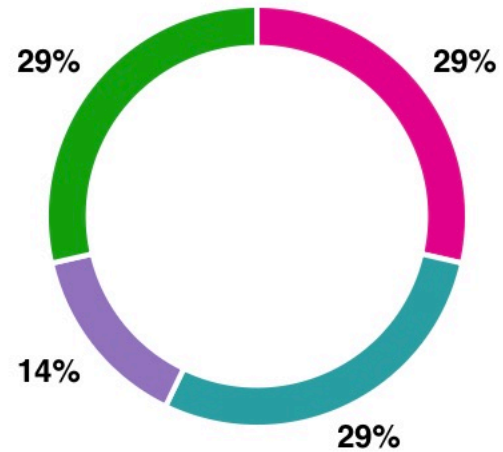
[More details](#)

● Specialist Technician	2
● Support Technician	3
● Technical Coordinator	1
● Associate Lecturer	0
● Visiting Practitioner	1
● Other	0



3. How long have you worked in photographic or media studios?

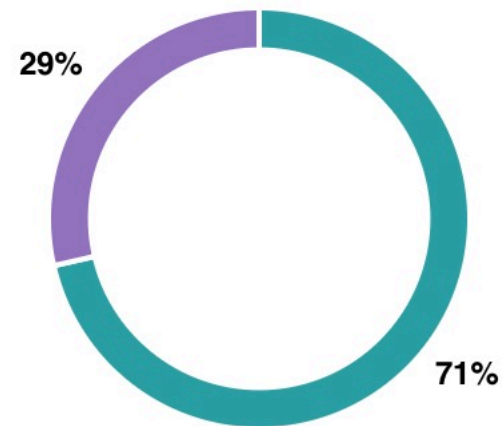
[More details](#)



4. In your experience, how familiar do students tend to be with studio terminology at the start of their studies?

[More details](#)

● Very familiar	0
● Somewhat familiar	0
● Not very familiar	5
● Not at all familiar	2



5. What terminology do students most consistently struggle with? (Open text question)

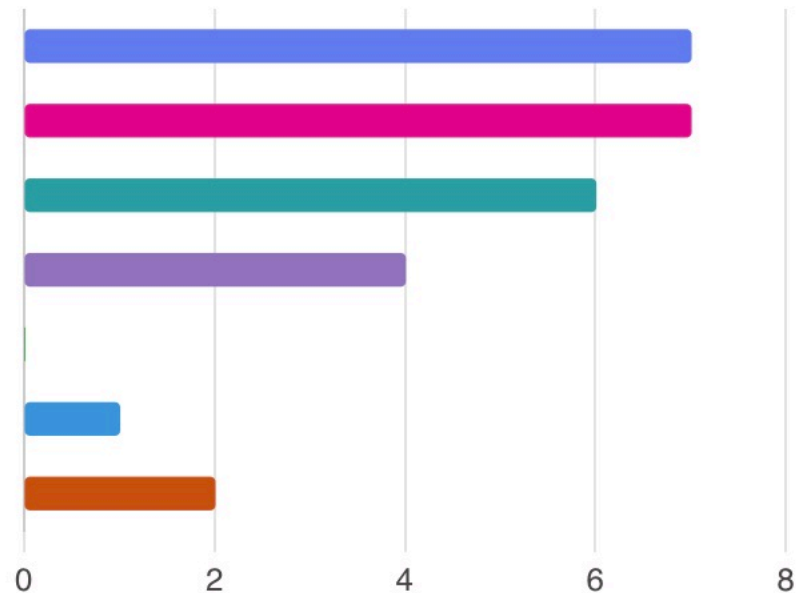
7 Responses

ID ↑	Name	Responses
1	anonymous	Terminology for hardware (stands/mounts/modifiers) Terminology to communicate Lighting (quality/angle)
2	anonymous	tether/tethering tripod vs monopod any cable specific terms - mini b, micro b, usb c, etc. differences in cards - sd vs cfast vs cfexpress vs compactflash
3	anonymous	Brand names, abbreviations
4	anonymous	lighting accessories such as soft boxes, lighting modifiers, v frame / polyboard
5	anonymous	type of light sources, type of light modifiers, lighting techniques
6	anonymous	anything beyond a camera
7	anonymous	Students tend to not know anything to do with cables and are always booking the wrong ones in the kit room. I think that this is partially not willingness to learn the correct names for the cables as it feels irrelevant perhaps. Students frequently refer to the SD card as the sim card in the camera. The majority of students come to university no knowledge of audio equipment terminology. (I don't blame them, there is no reason for them to know this terminology unless they have worked a lot with audio technology at school or as a musician)

6. What patterns or challenges do you notice among students learning studio equipment? (tick all that apply)

[More details](#)

- Variation in prior knowledge 7
- Lack of hands-on experience 7
- Confidence barriers 6
- English language barriers 4
- Difficulty remembering names 0
- Students rely more on peers than staff 1
- Other 2



7. What do you think MOST students call this piece of equipment? (Short answer)

7 Responses

ID ↑	Name	Responses
1	anonymous	I don't know
2	anonymous	thing on the top of the lightstands
3	anonymous	stand screw
4	anonymous	not sure
5	anonymous	spigot
6	anonymous	Not sure what they would call it but I believe most students do not know what its called
7	anonymous	no

8. What do you think MOST students call this modifier? (Short answer)

7 Responses

ID ↑	Name	Responses
1	anonymous	I don't know
2	anonymous	round attachment for the lights / reflector
3	anonymous	silver dish
4	anonymous	dish
5	anonymous	dish
6	anonymous	I don't know
7	anonymous	no

9. What equipment do students misname most often?

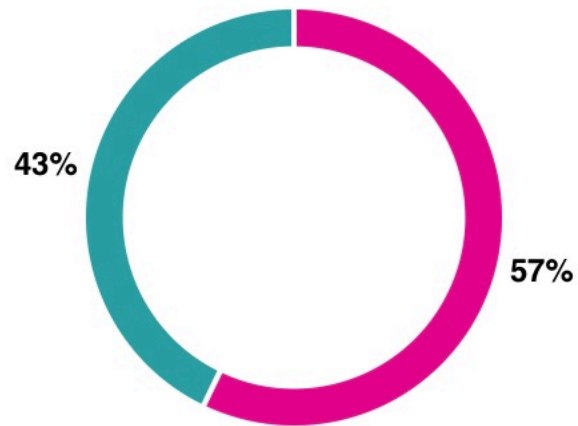
7 Responses

ID ↑	Name	Responses
1	anonymous	Stands/grip equipment
2	anonymous	anything to do with tethering - cable + software
3	anonymous	different adaptors
4	anonymous	most of the lighting accessory
5	anonymous	light modifiers
6	anonymous	I feel like anything apart from cameras gets misnamed regularly
7	anonymous	SD cards

10. Do you feel there is a consistent shared language across the technical team when teaching?

[More details](#)

● Yes	0
● Mostly	4
● Somewhat	3
● Not really	0
● No	0



11. Do you notice differences in terminology familiarity related to students' educational, linguistic, or cultural backgrounds? Please explain.

7 Responses

ID ↑	Name	Responses
1	anonymous	not really
2	anonymous	there seems to be difference in what students who have studied technical courses before know - i.e. ma fashion photo if they have done ba fashion photo or similar they have a deeper vocab for terminology. Some of the more technically knowledgeable students will have different terminology for the equipment than we do and so there is always a realigning of what is called what. Some terms are definitely very english and less know by international students - e.g. tethering, scrim, grip arm/head. I've not noticed a difference in terms from technically knowledgeable british students - if they are british are know terms then they are usually the same ones we use.
3	anonymous	Yes, students with prior art school studies will come with a base knowledge of equipment types / makes / uses.
4	anonymous	Definitely linguistic, there is no common terminology for the studio equipment among East and Western countries.
5	anonymous	Yes, I've noticed differences. Some students come in already familiar with the technical terms for equipment, while others need more explanation or hands-on examples. It often seems connected to their previous learning experiences
6	anonymous	Personally I have not noticed this
7	anonymous	Yes, I think that there will be a lot of students that know the correct word for the item but aren't fluent in English so struggle to communicate what they need. I think this often gets misunderstood as a lack of knowledge, rather than a language barrier. I would say that a lot of home students lack computer literacy skills.

12. What challenges arise when students don't understand terminology?

7 Responses

ID ↑	Name	Responses
1	anonymous	Harder to communicate when they don't know the shared terminology. I'd imagine using a rental house or assisting would be difficult if you were not familiar with equipment terminology
2	anonymous	it's difficult to offer advice on kit and/or setup ups when they are not understanding each term and sometimes that impede what we suggest they do and it's becomes too confusing. i feel sometimes when suggesting what to use or how to use different pieces of kit, the advice and knowledge is not absorbed as they don't know to what we are referring.
3	anonymous	students may miss vital learning outcomes if they have not understood all of the teaching due to lack of understanding of terminology / language barriers
4	anonymous	It affects the communication between teammates while working on project that involved diverse background. Students also have less confidence when working with other with different background or taking up project that collaborate with people whom with different background.
5	anonymous	They feel disconnected, it keeps them from undestanding how to use the equipment and they are probably shy to ask questions.
6	anonymous	For us in the kitroom: students booking the wrong things, booking things that don't go together or that the student doesn't need or they miss out on essential equipment they need for their project. Have also experienced it being a problem if part of a return is missing
7	anonymous	I think it means that there are a lot of students that end up having a steep learning curve in the first year of university. By second and third year the students tend to be a lot more confident with terminology and will use it correctly.

13. What strategies do YOU use to help students learn terminology effectively?

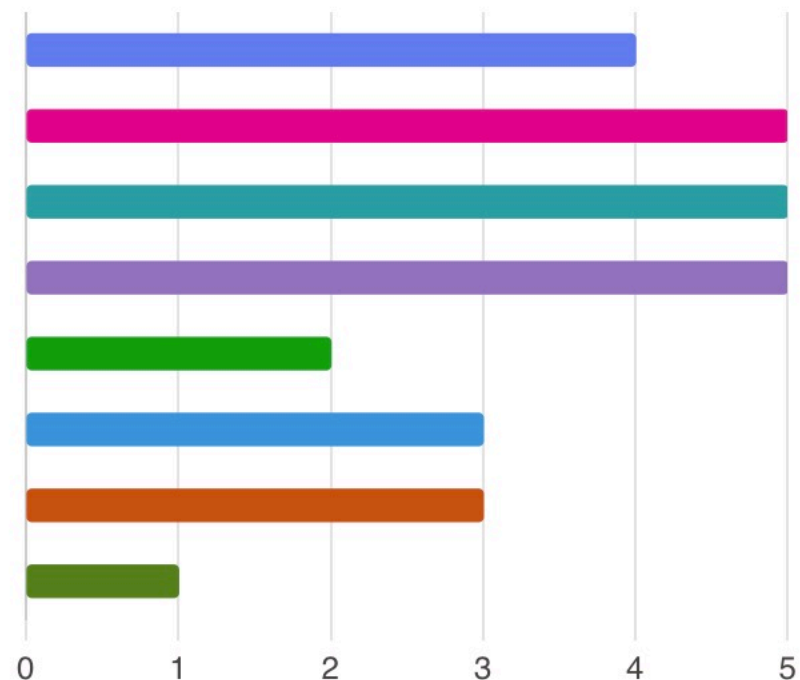
7 Responses

ID ↑	Name	Responses
1	anonymous	shout loudly >:^) Repetition and consistency
2	anonymous	intro to media tech glossary? sharepoint page which has kit with multiple names attached and clarification or what it's called on our system - e.g. have a list of what people might call a piece of kit, and then say 'on our orb system it is referred to as '...' maybe
3	anonymous	Slow and clear delivery, defining unusual terms or brands, online accompanying learning notes with lists showing spelling, pronunciation, use etc.
4	anonymous	I try to build up their field related vocabulary from the very beginning when the basic workshops take place and keep recording the terminology throughout the courses.
5	anonymous	I think there needs to be a more extended introduction regarding the equipment and how to use them with more examples.
6	anonymous	I call things what they are and correct the students when they are using wrong terminology or mentioning what we are calling it in the kitroom/on ORB so they know what to look for when they are making bookings. However even within the kitroom we use different terminology amongst us, so thank you for your work in trying to solve this issue :))
7	anonymous	Using a clear labelling system on ORB. This prevents students from accidentally booking out accessories thinking that they are lights, for example. We also make sure that we use the correct language when talking about the equipment to encourage students to use it too.

14. What types of resources do you think would best support students' understanding of studio terminology? (maximum 4)

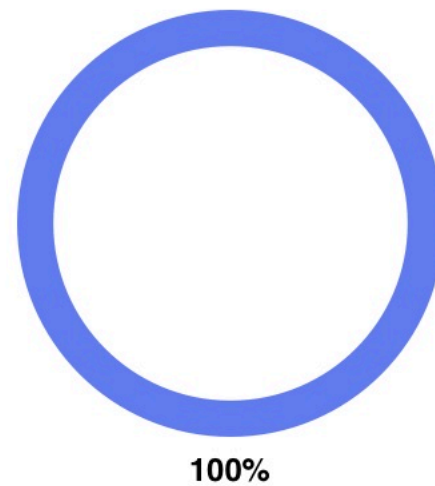
[More details](#)

- Visual guides or posters 4
- In-class repetition 5
- A centralised glossary (digital or printed) 5
- More hands-on demonstrations 5
- Short video demonstrations 2
- Equipment labels 3
- Peer learning systems (e.g. pair work, group tasks) 3
- Other 1



15. Do you think students would benefit from a shared glossary?

[More details](#)



16. What should such a resource (if created) include?

7 Responses

ID ↑	Name	Responses
1	anonymous	Pictures and Words
2	anonymous	images of kit - the name that is taught/used in the system - what terms could also be used in industry
3	anonymous	a way for students to track and recall their progress learning key terms, brands, technical sayings etc.
4	anonymous	lighting accessory
5	anonymous	lighting diagrams, glossary of light sources, glossary of light modifiers, grip, safety rules
6	anonymous	lots of images :))
7	anonymous	How to identify different cables. The parts of cameras. The equipment in the photographic studios. Accessories and what they are compatible with .

17. Any final thoughts on how students could be better supported?

7 Responses

ID ↑	Name	Responses
1	anonymous	Perhaps the terminology used on ORB could be better matched to the terminology used outside LCF
2	anonymous	introduction at the beginning of the course to teach then the absolute basics so they get off to the right foot - make it clear to students that they shouldn't be embarrassed to not know and they are welcome to ask if they need clarification
3	anonymous	demystifying technical language and encouraging students use knowledge learnt in class to solidify.
4	anonymous	encourage students to apply the glossary throughout when they work on either group task or project
5	anonymous	Hands-on practice would help a lot. For example, workshops where students can recreate lighting setups or reference images would build both confidence and technical understanding. More chances to handle the equipment early on would also make the terminology and concepts feel much more intuitive. Overall, giving students more guided, practical time with the tools they'll use in their projects would really strengthen their skills.
6	anonymous	No
7	anonymous	I think they should be encouraged to shoot as much as possible. I think the more they use the equipment; the more it will come as second nature to them. They will also see the practical application of the equipment in context, which I think helps make that item less abstract in their mind. I think using the equipment in a hands on way, is the best way.