

LEARNING
ON SCREEN

TEACH BEYOND TEXT

Executive
Summary



Teach Beyond Text

Teach Beyond Text presents findings from a national study of +1,000 students across schools, colleges and universities, supported by over 900 qualitative responses. Of those surveyed, 26% identified as neurodivergent, with a further 22% unsure or preferring not to say.

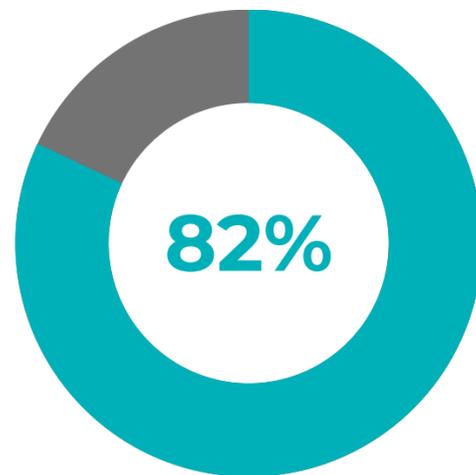
The research examines how access to film, television and audiovisual resources shapes student engagement, understanding and inclusion. Across settings, students report that audiovisual teaching makes learning clearer, more engaging and easier to retain. Where provision is reliable and embedded, reported impact is stronger; where access is limited, benefits are reduced.

WHY IT MATTERS

As learner diversity grows, multimodal teaching is no longer supplementary — it is central to inclusive practice. For students facing language barriers, processing differences or other learning challenges, audiovisual resources can act as scaffolding that supports access to curriculum content. The evidence indicates that provision shapes experience. Teach Beyond Text represents an evidence-informed approach to strengthening inclusive, effective post-16 education.



Film and television make learning more engaging and build confidence



FILM AND TELEVISION ARE HIGHLY ENGAGING AND MAKE LEARNING MORE ENJOYABLE

82% of students agree that access to film and television as a learning resource makes their learning experience more engaging and enjoyable.



NEURODIVERGENT STUDENTS ARE MORE LIKELY TO ENJOY LEARNING WITH THIS FORMAT

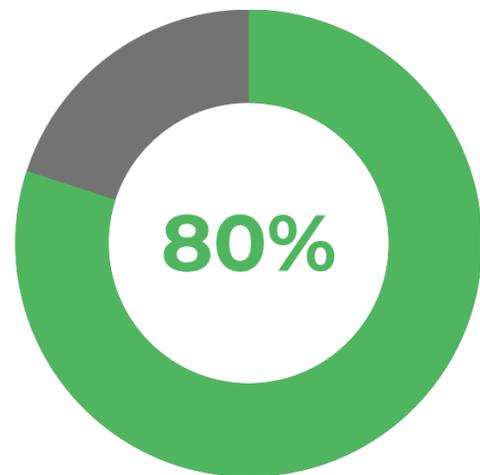
Neurodivergent learners report stronger positive responses than their neurotypical peers.



THIS IN TURN BUILDS LEARNER CONFIDENCE AND MOTIVATION TO LEARN

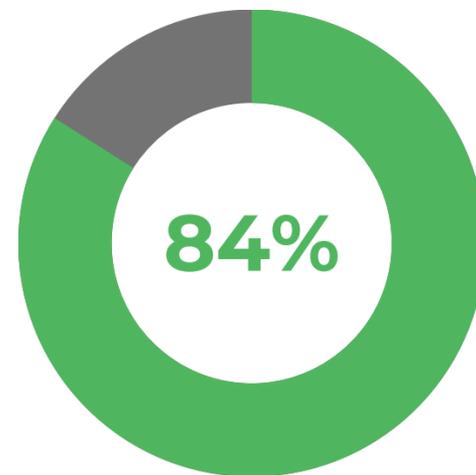
In the qualitative data, students link this enjoyment with greater motivation and confidence, reporting feeling a more positive attitude toward studying, a stronger willingness to participate and greater confidence in their ability to succeed.

Film and television improve understanding



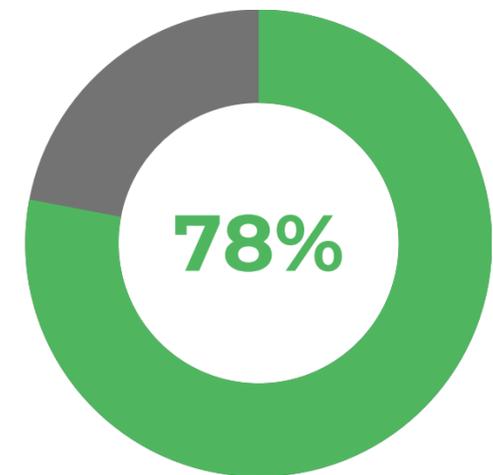
FILM AND TELEVISION MAKE COMPLEX IDEAS CLEARER AND EASIER TO GRASP

80% of students across all settings agree that film and television help them understand their course subject.



NEURODIVERGENT LEARNERS ESPECIALLY RELY ON THESE FORMATS FOR UNDERSTANDING

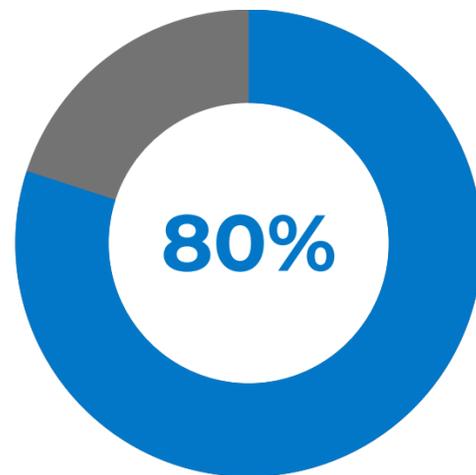
84% of neurodivergent students agree that film and television help them understand concepts more easily, compared to 79% of their neurotypical peers.



FILM AND TELEVISION ACT AS ESSENTIAL LEVELLING TOOLS FOR STUDENTS IN FE SETTINGS

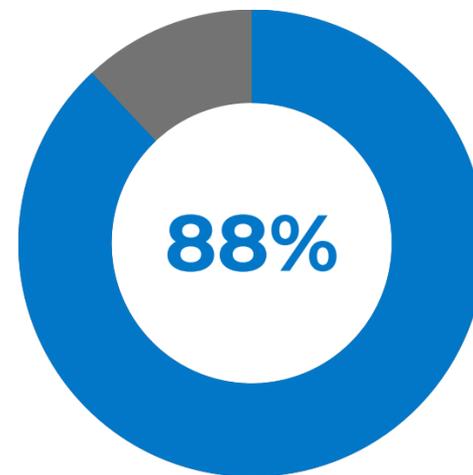
For college students who reported high levels of access, **78% say they improve their understanding of their subject** (compared to 37% for those with limited access), suggesting that improving access may directly improve learning outcomes in these settings.

Film and television improve retention of information



ACCESS TO FILM AND TELEVISION HELPS STUDENTS TO REMEMBER WHAT THEY ARE LEARNING

80% of students across all settings report that film and television help them remember what they learn. Students with reliable access to film and television report dramatically stronger memory and retention outcomes.



NEURODIVERGENT STUDENTS BENEFIT MORE FROM VISUAL MEMORY CUES IN HE

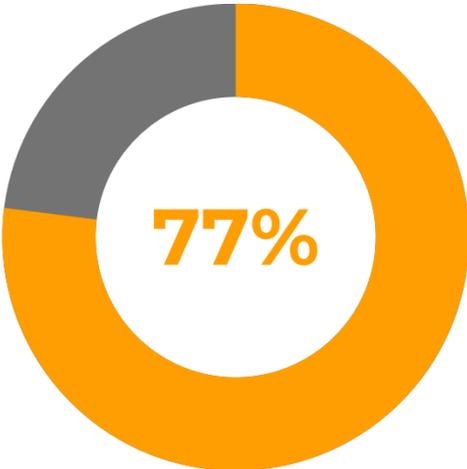
88% of neurodivergent students in HE agree that film and TV help them remember information, compared with 83% of neurotypical students.



FILM AND TELEVISION MAY HAVE THE POTENTIAL TO IMPROVE ATTAINMENT

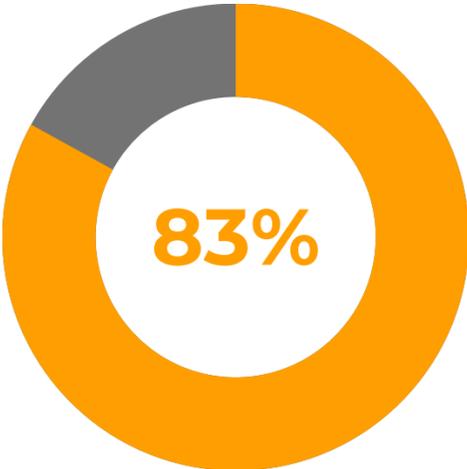
Our qualitative data showed respondents repeatedly describe visual scenes as “sticking more” and staying in their minds longer during revision, assignments and exams.

Film and television help students overcome learning challenges



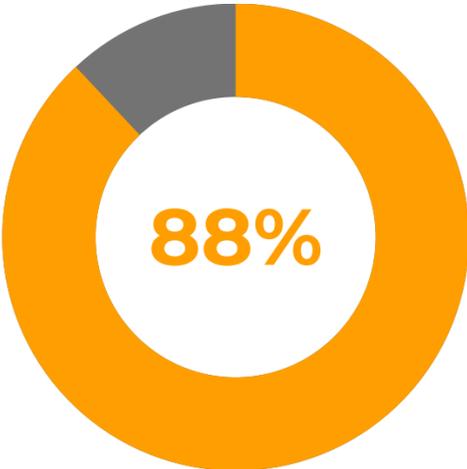
FILM AND TELEVISION ARE A POWERFUL LEARNING SOLUTION

77% of students said that access to film and television as part of their studies helped them overcome learning challenges they faced.



STUDENTS ALREADY FACING LEARNING BARRIERS BENEFIT MOST

Overall, **83% of neurodivergent students** say film and television have helped them overcome learning challenges, compared with 75% of neurotypical learners. This uplift is consistent across all settings.



ACCESS TO FILM AND TELEVISION DELIVERS DIRECT IMPACT FOR LEARNERS

Impact is closely linked to provision. **88% of students in high-access environments** say film and television helped them overcome learning challenges, compared with 59% in low-access contexts.

From evidence to action: next steps for maximum impact

EDUCATIONAL INSTITUTIONS

Impact is strongest where access is consistent. Institutions can strengthen provision through Box of Broadcasts, ensuring reliable, legally compliant access to over 4M broadcasts.

To access a free trial, contact adam@learningonscreen.ac.uk

POLICY MAKERS & SYSTEM LEADERS

There is a growing mismatch between diverse learners and text-dominant systems. Access should support equality and inclusion at scale.

Our CEO is available to meet with sector bodies and funding organisations to explore how these findings can inform coordinated, systemic change.

Contact CEO@learningonscreen.ac.uk

EDUCATORS

Students see film, TV and audio as essential learning tools, but the impact depends on intentional use.

Access the first two modules of Teach Beyond Text for free to build confidence in inclusive, multimedia pedagogy grounded in UDL and cognitive science.

Sign up for free [here](#)

INNOVATIVE PARTNERS

The findings create clear opportunities for cross-sector collaboration across edtech, inclusion and the creative industries.

Partner with us on research, innovation and sector debate, and help amplify the findings.

Get in touch with our marketing team at carla@learningonscreen.ac.uk if you're interested or to get our assets pack full of content ready to share.

Go deeper into the evidence

The full report presents comprehensive data analysis, sector comparisons and extended qualitative insight to support deeper understanding and practical application.

Access the full report [here](#)

ABOUT LEARNING ON SCREEN

Learning on Screen is a membership charity with a clear mission: to make film, television and radio as embedded into teaching as text. For over 75 years, since the early days of film itself, we have championed the role of moving image and sound in learning and supported educators to use these formats with confidence and rigour.

LEARN MORE

You can find out more about us and our work on our website.

www.learningonscreen.ac.uk

STAY CONNECTED

Follow Learning on Screen on LinkedIn to stay at the forefront of the debate on inclusive, digital-first education. We share new research, sector insights, practical strategies and live discussions on how film, television and radio can reshape teaching for today's learners. Join the conversation and be part of the movement to embed audiovisual learning at scale.



<https://www.linkedin.com/company/learningonscreen>