LSIS Leadership in Technology (LIT) grant based intervention Impact study template

Provider name & contact details	Isle of Wight Council Rob Brindley Commissioning Manager for Adult Community Learning
LIT Project title	Using Mobile Voting Handsets
The project	
What problem or issue you were trying to resolve or improve with this project	To capture evidence of learner satisfaction and achievement easily, efficiently and anonymously using very portable digital voting handsets. The partners felt that written surveys and evaluations were too positive and not necessarily and honest opinion due to not being anonymous (i.e. teacher could work out who replied even if name not written). Partners were looking for portability, requiring less equipment such a screen, laptop, projector; and the potential to save money through reduced equipment and paper costs. IWC Self Assessment Report and lesson observations had also identified that in some lessons there was insufficient planning for individual learning and that individual targets were not challenging enough. To explore a partnership collaboration with like-minded organisations (both Adult Community Learning providers), but with different delivery models. The partnership aims to explore opportunities to use digital voting handsets in different learning situations and allow staff in both organisations to share their experience.
Why did you go for a technology-based solution	Our perception was that a technology based solution would: - • Reduce the paper trail and physical storage of assessment and satisfaction evidence • Speed up assessment time • Provide learner anonymity • Usable in remote sites and on field trips as the technology

	is portable
	• More appropriate than paper systems, which are not easy to use in damp windy outdoor spaces.
What did the project cost: LSIS funding + your organisation's contribution	Purchase of Equipment £2715 Project Management (Isle of Wight and Portsmouth) £1400 Mentor (Ideas4Learning) £2150 Project Meetings (IWC) £200 LSIS workshop / Conference £400 Staff Training (IWC and PCC) £650 Total £7515 £6000 LSIS Funding + £1515 IW Council Funding (additional equipment)
Describe what you did and what happened	During August 2012 four sets of the Turning Point ResponseCard Anywhere voting systems were purchased and distributed between the Isle of Wight and Portsmouth Adult Community Learning Services. A set was provided to the mentor to trial and familiarise herself with it in order to produce a training session and hand-out. During September staff training sessions were delivered in both Portsmouth and the Isle of Wight where tutors and curriculum staff had a hands on practical session in setting up the voting technology, chance to write mock questionnaires and import the results to a laptop. Discussions were held about how the technology could be practically used and volunteers to trial their use were nominated. 90% of tutors trained expressed an interest in using the handsets further. Following the training session the mentor needed to remedy some technical problems with the software, which the manufacturer has now updated and this resulted in changes to the instructional hand-out. Because the LiT project involved trialling a newly released product we built in experimental time to explore the benefits and pitfalls and needed this time to access technical support from the American parent company for Turning Technologies. The mentor has also produced a training video available to staff via Moodle VLE and cloud storage. Both video and instructional hand-out are included with this final report for dissemination to the wider sector. (Videos play with newest version of windows

media player and VLC player).

The project managers from IWC and PCC attended the Leadership in Technology event in London where they had the chance to review the planned learning outcomes and evaluation methodology for the project. As a result the partners agreed a standard evaluation questionnaire to use with tutors and a standard evaluation to use with learners in order to gain better data to help evaluate the success of the voting handset technology. The tutor evaluation allowed for more open ended questions to find out how the handsets had been used, whether in initial, formative, summative assessment or learner evaluation, what their attitudes were to the voting handsets system and what benefits they had identified. The learner evaluation asked two multiple choice questions exploring what was good / what was bad and had the advantage that it could be conducted using the technology itself.

When we wrote the project action plan we anticipated that we would train 10 staff (we trained 30); 10 learner evaluations (achieved 10); 6 Formative assessments (achieved 2); 4 evaluations at staff meetings (achieved 4).

We have struggled to use the voting handsets for formative assessment whilst keeping the results anonymous. Learners are more open and honest when their results are anonymous. However, where the results show 1 or 2 learners are struggling with the subject or pace, it is hard for the teacher to identify which learners need differentiated support. However if anonymous results show 80% of the class have not fully understood an element of the lesson it is easy for the teacher to recap and provide extra tuition. It is possible to allocate handsets to named individuals and for the results to provide valuable data for initial, formative and summative assessment, but this takes greater set-up and execution time and this project aims to focus on using the technology easily, efficiently and anonymously. In January 2013 the partners discussed issues and their learning to date and decided that this technology is best used for learner voice, end of course evaluations, collecting staff opinions – all situations where we would use anonymity to encourage honest responses and constructive criticism.

In February 2013, a member of our project team attended the Technology for Success workshop in Birmingham and delivered a workshop on using the Turning Point Voting Handsets.

The benefits and impact	
What benefits/ impact has the project had on:::	a. the work/ effectiveness of your organisation Honest, anonymous, feedback from learner surveys and staff is having a greater impact on self-assessment by helping to identify areas for improvement and the priorities of staff, tutors, partners and stakeholders. This feedback informs organisational improvement plans and helps prioritise staff training programmes that each ACL Service will deliver to staff. As a result of learner feedback we have made curriculum decisions including withdrawing a tutor from unsatisfactory provision (confirmed by observation of teaching and learning) and changes of venue. The impact of listening to this anonymised feedback needs to be tested again next year and to test out longer term benefits . It is anticipated that tangible improvements will be identified in the self-assessment report. Learner evaluation impacts on longer term programme planning for 2013/14 and helps evidence community need as part of the emerging Community Learning Trusts role and increasingly matching our provision to the more immediate needs of the community. We have begun to use the voting handsets to capture Voice of the Learner at community events, fairs and open days to ask questions to explore what people are interested in learner, how far they would travel, how much they would pay, what their motivation to learn is (support family, better skills for work, to do something fun, to keep active, to be active in community) and will share these findings with our staff, providers and wider partners to help inform not only our learning programme, but those of all stakeholders.
	b. the cost/ efficiency of activities To purchase 32 handsets and a ResponseCard everywhere receiver will cost in the region of £1850 which depending on the size of your organisation, can represent a sizeable investment. However there will be reduced costs in printing materials, assessments and surveys which could add up if voting technologies used more extensively across classes; there are reduced equipment costs by not providing laptops, projectors and screens to every classroom or tutors; there are savings from voting handsets be quick easy and efficient, meaning tutors can save time on lesson preparation an setup. There are savings in being able to use the technology over and over again and being

	able to use them on an ad-hoc basis such as capturing learner voice at an open day. Medium and long term savings from these activities allows financial resources to be focused on front line learning and for Community Learning this means more classes and more opportunities for people to begin their lifelong learning journey in their local community.
	c. any other aspect of your work As a result of having this resource and training on how to use the technology, understand its capabilities and drawbacks, it has become clear that learner voice and consultation are the best areas for continuing development. Also the handsets have been very effective for staff consultation including used for discussing and restructuring service delivery models; and involving staff in quality assurance and self-assessment.
What contribution to the success / smooth running of the project was made by:	LSIS funding Essential Your mentor Essential LSIS Associate Some
Do you have any comments on the funding, mentor or LSIS Associate.	The LSIS funding was essential as the partner services have small and very tight budgets and prioritise resources on course provision. Service may have invested in technology without the grant, but would not have benefited from the support from mentor, LSIS and staff development activity which enabled voting handsets to be used more effectively The mentor has been essential in providing expert advice, writing and delivering staff training and producing hand-outs and videos for dissemination both to the project partners and for the wider sector. The LSIS associate has made some contribution to the success of the project, but a larger contribution to the smooth running of the project. She has helped keep us on track to achieve milestones established in our action plan, provided appropriate challenge and has been our link to LSIS with regards to regional training and writing reports and processing payments. Had we not had such a good mentor, or if we were inexperienced in managing projects, her role would have been greater.

What lessons did you learn / what tips would you give to other providers	**Technical and Formatting Issues** We learned some lessons around immediacy of feedback. The ResponseCard anywhere handset does show the survey results on a small screen. However we did encounter some initial problems downloading the results to a PC or tablet. Some difficulties we remedied by a software update, but tutors still need to consider that downloading data from the ResponseCard to a PC will take some time and manipulation and might not be best undertaken in the classroom. We found you can't have a long list of options to choose in a single question as it is hard to remember them without a visual reminder. We found that you cannot give multiple answers to single question, but learners can change their mind about their answer. We needed to break multiple answers into several questions (developing skills in how to set questions around the limitations and abilities of the handsets). Very positive use around learner voice and consultations. However formatting when connected to PC software takes some time to enter fields such as question title, participant names etc. Found it easier to cut and paste results into a word template when using a regular question set such as end of course evaluation. **Formative Assessment** Problems trying to do initial, diagnostic or formative assessment when result are anonymous. Learners are more open and honest when their results are anonymous. However, where the results show 1 or 2 learners are struggling with the subject or pace, it is hard for the teacher to identify which learners need differentiated support. However if anonymous results show 80% of the class have not fully understood an element of the lesson it is easy for the teacher to recap and provide extra tuition. It is possible to allocate handsets to named individuals and for the results to provide valuable data for initial, formative and

summative assessment, but this takes greater set-up and execution time. This project focused on using the technology easily, efficiently and anonymously.

Learner Preferences

Some learners/ teachers like to visualise answers via projector and see whether they are right or wrong. This is possible with the voting handsets with additional equipment (laptop and projector), but then defeats the purpose of the ResponeCard everywhere system being very portable and quick and easy to use.

Learner surveys revealed that people liked using the voting handsets because they were more fun than writing answer by hand, that it doesn't take up much time and that no one knows what answer they gave.

Some of the things learners didn't like was that in some cases it took a while to get set up, there was nothing to look at to remind them of the question or possible answers (copies of survey questions on paper or screen can help remedy this), and that they didn't have enough time to really think about their answers (handsets can be set up to allow X number of second countdown to respond, but can also be setup so that tutor manually advances to next question to ensure sufficient time is given to learners to consider and answer each question).

Training and Staff Development

Training has to include hands on time to test the equipment, make sure it works, check the broadcast channel settings etc.

The partners were at different starting points in using voting technologies. Portsmouth use turning point with laptop and projector and some staff missed the feedback being displayed on screens to the class. The Isle of Wight were new users and much more open to seeing how the ResponseCard anywhere component could work and they had no prior comparison. They were then interested to see the additional benefits of using with a projector and laptop software, but only in the context of a traditional well resource classroom based learning activity.

Collaborative / Partnership Approach

	When delivering the project it was essential to have a clear vision of what we were trying to achieve and through action planning we established a staged process with milestones. It was essential to diary project board meetings and take the time to discuss and reflect on progress and re-evaluate the project direction. We started small with our ideas for how we could use the technology and then upon reflection were able to think bigger – how else can this technology contribute to teaching and learning?, learner consultations?, can it be used to evidence individual learning? This project has been collaboration between Isle of Wight Council and Portsmouth City Council and has been successful because we have a history of working together and sharing experiences with the other members of the project team. This has enabled openness and sharing of experiences at project board meetings. The use of a mentor who had prior knowledge of both partners, was expert in e-learning technologies and in delivering training. She produced training hand-outs and the video, and carried out trouble shooting on behalf of project, very hands on, but also able to provide an external perspective to the project. **Further areas to explore** We identified further areas to investigate such as use with learners with disabilities, learning difficulties or health conditions; and rather than anonymous formative assessment the handsets and questionnaire could be used as a negotiated curriculum, voting on aims or what topic to progress on to. **A key test of this project is that we would consider buying more handsets as tutors usage grew now that we have explored and overcome technical difficulties.**
Telling others	
What have you done to share /disseminate this project with others in the sector	Hand-outs / video will be given to LSIS for possible upload to excellence gateway or publication. We can make available on Moodle or another website. Disseminated at workshop at LiT Conference 5th February.

	Will be shared with Southampton and Hampshire ACL Services at next regional meeting.
	Can be shared at JISC regional meetings and FLLAG network.
	Locally shared through Community Learning Trusts and would be willing to loan equipment to broader partners. We will also upload to Community Learning Trust Moodle VLE (Portsmouth & Isle of Wight) to share learning resources with network of tutors and providers.
Provide a quote on your experience of the LSIS LIT project.	It gave us a great opportunity to road test an innovative solution to the issue we identified and gave us time to think through its best application with an expert in the field.
Are you happy for us to use this and your contact details for marketing and publications?	Yes
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Please email all case studies to eleadership@lsis.org.uk by 15th March, 2013