

## LSIS Leadership in Technology (LIT) grant based intervention

### Case study

<p>Provider name &amp; contact details</p>	<p>Lambeth Adult Learning Service Lesley Robinson Adult Learning Manager</p>
<p>LIT Project title</p>	<p>Electronic Gathering of Evidence of Achievement on Non-Accredited programmes.</p>
<p>Project summary :  - Include the particular area for improvement that has been tackled through the effective deployment of technology</p>	<p>The delivery of Lambeth's Adult Learning Service programmes is contracted to local training providers, including third sector voluntary organisations, one adult college and one general further education college. There are currently 7 contracted providers offering a range of entry level to level 2 courses in various subject sector areas of learning, largely ICT, Skills for life, Family Learning and Visual &amp; Performing Arts. Courses are delivered flexibly Day or Evening, six days a week including Saturdays. A fraction of the service is also offered directly to the public as short courses, Tasters and internet access.</p> <p>It is one of the aims of the service that learners receive the best learning experience possible. It hopes to meet this aim by ensuring that training centres are adequately equipped and staff trained on skills required for the increased use of ILT in lesson delivery, progress monitoring and learner support.</p> <p>This project was aimed at helping and enabling our learners develop the skills and confidence to: recognise and record their own achievements and the progression they have made and to do so in an accessible and enjoyable way through the use of familiar digital technologies such as digital cameras and other mobile devices.</p>
<p>What were the aims of the project?</p>	<p><u><i>Aims/Objectives:</i></u></p> <ul style="list-style-type: none"> <li>• To develop learners' skills in using familiar digital technology to record and evidence their achievements and progress</li> <li>• To inspire learning through the use of accessible digital technology.</li> <li>• To use digital technology to simplify the gathering and storing of evidence of achievement across subject sector areas.</li> <li>• To use digital technology as a way of accessing and verifying records of achievement easily and in a timely manner.</li> <li>• To use new technology to improve the quality of delivery of non-accredited programmes and enhance the learners' experience.</li> <li>• To evaluate the effectiveness of new technology in assisting the process of gathering, storing and accessing evidence of achievement.</li> <li>• To evaluate tutors' and learners' experience of using digital technology to recognise and record learners' progress and achievement.</li> <li>• To communicate and share project findings across the service and with external partners.</li> </ul>

<p>What did you do and how did you do this?</p> <p>What role did your mentor play on your LIT project?</p> <p>What have been the key benefits from the input of your mentor?</p> <p>What was the benefit of the support that you received from your LSIS Associate?</p>	<p><u><i>What We Did:</i></u></p> <p><i>Strategically:</i></p> <ul style="list-style-type: none"> <li>• Initial consultation meeting with LSIS appointed mentor and critical friend to developed an action plan</li> <li>• Identified the programme(s) that will be part of the pilot</li> <li>• Established our starting point of where we are as a service with the use of digital technologies (Learners and tutor surveys)</li> <li>• Reviewed course and course documentation to reflect the mode of delivery</li> <li>• Identified evidences required and the mode for gathering them.</li> <li>• Purchased digital equipment and trained staff on use.</li> <li>• Monitored progress through review meetings</li> <li>• Supported tutors through mentoring (LSIS appointed mentor), paying monitoring visits to centres and observing teaching</li> </ul> <p><i>Operational:</i></p> <p>Two non-accredited courses were selected for the Pilot to allow for assessments to be digitally managed using a RARPA (Recording and Recognising Progress and Achievements) framework. Course materials/resources were revised to reflect the use of technology and learners were specifically recruited and inducted to for the course.</p> <p>All learning records including initial assessments, ILP targets and evidences were gathered and stored electronically through the use of digital cameras, voice recorders, smart phones and Net-books. All learners were provided with USB storage sticks where they saved their work. Evidence of learners work was compiled by tutor through e-mails sent by learners and/or USB transfers and made accessible as PowerPoint slide shows, one per learner.</p> <p><i>Mentor Support:</i></p> <p>The mentor provided exceptional support to the tutors and assisted us with the strategic planning of the project. We received a lot of ideas and advice on practical application. There opportunity to share good practice with CityLit was also enabled by the mentor.</p> <p><i>LSIS Associate:</i></p> <p>The LSIS associate assisted us with developing a strategic plan and operational modalities for the pilot. We also received regular reviews, feedback and advice on our different activities such as the selection of the courses and tutors to take part in the pilot and the acquisition of equipment. We also received support on dealing with some of the internal challenges we faced as a local authority service.</p>
<p>What has been the impact and benefit of the LIT capital grant to your project?</p>	<p>The following have been the key benefits of the LIT Capital grant:</p> <ol style="list-style-type: none"> <li>1. New technologies were effectively and successfully used to support teaching and learning and to enthuse and inspire learners.</li> <li>2. Successful recording, storage and monitoring of progress without</li> </ol>

<p>What did the project cost, including LSIS funding?</p>	<p>the use of paper</p> <ol style="list-style-type: none"> <li>3. Implementation of a new method for gathering and storing evidence of learners' progress and achievement.</li> <li>4. The use of new digital equipment was embraced fully by tutors and learners. They were effectively used to engage learners</li> <li>5. Developed a single digital repository for learning records of progress and achievement (as USB/DVD)</li> <li>6. Improved and easier access to learning records</li> <li>7. Increased motivation for learning and confidence in learners</li> <li>8. Increased in-house know how (use of technology)</li> <li>9. Increased capital capacity (equipment)</li> <li>10. Sharing good practice (CityLit)</li> </ol> <p><i>Project Cost:</i>          £3,000.00 – Mentor support          £3,000.00 – Staff costs          £5,000.00 - Equipment</p>
<p>What has been the impact of your LIT project on your organisational improvement strategy?</p> <p>What were the benefits of your LIT project?</p> <p>What were the savings to your organisation?</p> <p>How did you calculate them?</p>	<p><i>Benefits:</i>          This pilot proved very valuable for tutors and in particular learners for the opportunity to explore the use of digital technology to support their learning and personal lives. Learners took keen interest in the use of these new devices and were very supportive of each other, not only to achieve their individual targets but to enhance their understanding of the wider virtual world.</p> <p>Learners were able to incorporate the use of the new technology for their personal use, an example is the learners' ability to send and receive text, a feature which they knew existed but seldom used. Tutors also benefited from this project as it provided many opportunities to learn new operational skills. It also provided the opportunity to explore and apply these use of the different equipment to support learners' different learning styles and needs.</p> <p>Specifically, some of the equipment provided outstanding benefits, for instance the camera feature of the iPhone and Notebook proved very useful for gathering assessment evidence because they could be saved immediately to disk rather than the use of stand alone cameras which required transfer of files. However, the stand- alone shared cameras were more useful and suitable for learners' use in gathering their own evidence of learning perhaps based on specific exercise.</p> <p>In addition, tutors can easily use the iPhone as a multi tool as again, the benefits of text messaging came to the fore as multiple messages could be sent very easily and learners contact numbers</p>

	<p>could be stored on the iPhone for future such use, saving much tutor administration time telephoning learners.</p> <p>Overall, compilation, storage and accessing learners' record became very easy digitally.</p> <p>There were also some limiting factors which were largely around the size of files which had to be stored as part of the evidence of progress or evidence of learners' work. Data protection issues came up with some learners concerned about who will have access to their records.</p> <p>Other major challenges we faced on this project include the following:</p> <ul style="list-style-type: none"> <li>• Internal procurement procedures and/or bureaucracy meant that some equipment were not made available for use in this pilot</li> <li>• One tutor lacked expertise to effectively apply ILT to suit learning abilities and needs thus limiting the range and variety that could have been brought to the sessions.</li> <li>• Some learners were unwilling to have their images recorded and had concerns about who can access them; data protection</li> <li>• There is no centralised storage system to hold records and e-Folders turned out to be very large (due to video and picture files)</li> </ul> <p><i>The Savings to the organisation:</i></p> <p>The project helped us to see the significant amount of time and resources saved when compiling and recording and accessing learning records digitally.</p> <p>Also the support and training received from the mentor translated into savings on external/internal INSET training for staff. In addition, we received new digital equipment from LSIS, giving the service the opportunity to make significant savings in acquiring these equipment.</p>
<p>What were the lessons learned?</p> <p>What tips do you have for other providers?</p> <p>How will you disseminate effective practice to others in the sector?</p>	<p>The effective and appropriate use of digital technology to support teaching and learning come from years of continuous use and experience which our tutors lacked but made up for with there keen interest and willingness to try new things.</p> <p>In order to avoid the long and arduous internal procurement bureaucracy which faces local authorities, new ways should be explored to funding and acquiring equipment cost effectively and in a timely manner.</p> <ol style="list-style-type: none"> <li>1. Internal partnership work with other local authority departments (e.g. IT department) throw a lot of challenges which cause delays in resolving issues around effecting policies.</li> <li>2. Tutor training and practise time on the any new equipment would need to be properly scheduled and supported to ensure tutors</li> </ol>

	<p>can confidently use the technology effectively and creatively.</p> <p>3. Additional permissions must be sought from the learners for the use of records or materials stored digitally, as these technically remain their property.</p> <p>4. Continuous research and development into the use of digital technology to support teaching and learning is recommended with the backing of organisations such as LSIS.</p>
<p>Provide a quote on your experience of the LSIS LIT project.</p> <p>Are you happy for us to use this and your contact details for marketing and publications? <b>(NO)</b></p>	<p>“Effective and appropriate use of digital technology can bring about learner engagement and inclusion as well as minimise effort and time spent by tutors to plan and deliver exciting and interactive learning sessions ”</p>
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