

PRD project – case study: Phase 2

Developing Higher Education in Further Education



Project title – Staff toolkit for supporting HE students in the effective use of the VLE for Learning

Worth reading if you are interested in:

- Online provision
- Assistive technology
- Student support

Contact information

Main contact: Martin Burkinshaw

Name of Peer Review and Development (PRD) group: M665 North West

Participating organisation(s): Myerscough College, Trafford College, Nelson and Colne College.

What was the original PRD project designed to achieve?

In Phase 1 of the project we set out to ...

(please indicate **why** you used the approach that you did)

Enhance the learner experience through the use of the VLE. This was particularly focussed on feedback following assessment. The project also aimed to encourage learners to develop their personal skills in relation to the learning process through reflection and personal target setting.

and we achieved....

We developed the technique of providing feedback through the use of audio visual media. Several teams across the group piloted the use of screen capture software (Camtasia) to provide the opportunity for very detailed and supportive audio-visual feedback to be provided. This provided valuable feedback that could be targeted at specific strengths and areas for improvement and accessed in a familiar and easy to access format.

How did the Phase 2 activities embed or extend the work undertaken in phase 1 of the project?

In Phase 2 we wanted to....

Develop the support methodology for online provision. It was recognised that the quality of support for online provision was inconsistent and did not always mirror the

scope of provision for campus-based students.

...and we achieved or are working towards achieving...

We have identified a range of tools for online tutors to use to provide a wider range of support for online students. We have developed tutorials in; podcasting, 'Socrative' (interactive student/tutor activity) and in a number of Assistive technology packages using the software 'Articulate Storyline'. We are now at the stage of embedding these within our respective colleges and will work with tutors to develop their use and monitor impact.

What has been the main impact of the project and how will this affect the key stakeholders such as learners, the PRD group and participating organisations?

Definition – impact = "A change of behaviour as a result of engagement with the PRD activity".

The **main impact for the learners** and their preparedness for the HE environment and provision has been or will be....

The project has provided the opportunity for us to identify and develop a range of tools that enhance the learning experience. Initial feedback from tutors and students has been very positive. The resources help to providing essential support and encourage widening participation. They are likely to lead to improved success and the development of study and employability skills.

Students have commented that they feel that the resources have increased the personalisation of their learning and have encouraged them to take more ownership of their own progress and participation. For example, in the case of understanding how to utilise 'Socrative' they consider that it has made their learning feel more unique and the anonymity of the process took away a feeling of threat and the pressure of peer scrutiny. From the lecturers' perspective they consider that they can benefit from an up to date understanding of the progress against learning objectives as perceived by each of their students.

The **main impact for the participating organisations** has been or will be...

The development of stronger working relationships with a wider range of staff in the respective organisations. The sharing of expertise and experience has been beneficial and the collaborative approach has given a wider base of students in which to trial and monitor progress and impact.

The number of contacts with the participating colleges has been increased and this will provide the opportunity for further collaboration within the relevant teams.

It has opened up further opportunities for networking and the sharing of effective practice amongst the colleges, by establishing relationships between colleagues who are not normally represented at regular PRD group meetings.

The **main impact for the PRD group** has been or will be....

It has provided an opportunity to work on a collaborative project and develop our project management skills. This will encourage further development of joint projects and the benefits of sharing the work and outcomes that will bring.

It has also encouraged us to utilise Skype for between-meeting consultations with

the benefit of time and travel expense efficiencies

Has there been an **impact for other stakeholders**?

The resources developed would be suitable to share with colleagues across our colleges who are engaged in teaching Further Education students and thus would be capable of potential roll out across the respective colleges

What will be done differently and what are the key learning points?

The key learning points are the importance of good communications within the group through the use of effective meetings.

The inclusion of a wide range of relevant staff within the organisations helps to identify expertise and experience more effectively and leads to more effective progress.

Time is always an issue and it is important to plan time effectively. The opportunities to work with students is often dictated by external factors and quite often the time required to develop, trial and monitor impact is longer than anticipated.

What resources should be shared with the FE and Skills sector?

(Please list and submit with the case study)

Tutorial guides on:

Creating Podcasts

The use of 'Socrative' student response and engagement resource.

A range of assistive technology tools to help tutors provide enhanced support for online students