

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

Provider name & contact details	National Star College Ullenwood, Cheltenham, GL52RP Tel: 01242527631 www.natstar.ac.uk
LIT Project title	MyCampus
The project	
What problem or issue you were trying to resolve or improve with this project	To allow students with learning difficulties and disabilities the opportunity to engage with current learners within a virtual campus tour. The National Star College is a residential college and the current web resource does not sufficiently engage prospective learners in a way which meets their needs, particularly in providing an interactive information resource.
Why did you go for a technology-based solution	It was important that this resource was visual and had an engaging spoken dialogue for learners with LLDD. We wanted the resource to be interactive and for students to be involved with current students being taken around the college. Students talking to prospective students. Therefore the technology would assist with access, provide an anytime, anywhere interactive programme that prospective learners would engage with.
What did the project cost: LSIS funding + your organisation's contribution	The project Cost 6K – National Star College Costs Students and staff time, filming coordination and project management £1,800 Grant Costs Film making, web development, testing and storyboarding and project mentoring - £6,000
Describe what you did and what happened	Working group established to action plan the project. The project group decided to engage a project mentor who was a film maker from Cheltenham Film Studios to advise on the development of the resource. It became evident that the project filming and editing would be costly for the amount of footage we had initially scoped. It was decided that 8 areas would be filmed and the first 5 areas would be taken from the project sponsorship leaving a template for completing the project in year 2 with further funding from the college. Further modules could be added when funding became available. With consultation with students it was decided we would focus on reception, a student residence, our open learning centre, physiotherapy and Star Bar. We also wanted to add in transitions that would take students on a speeded up journey around the campus

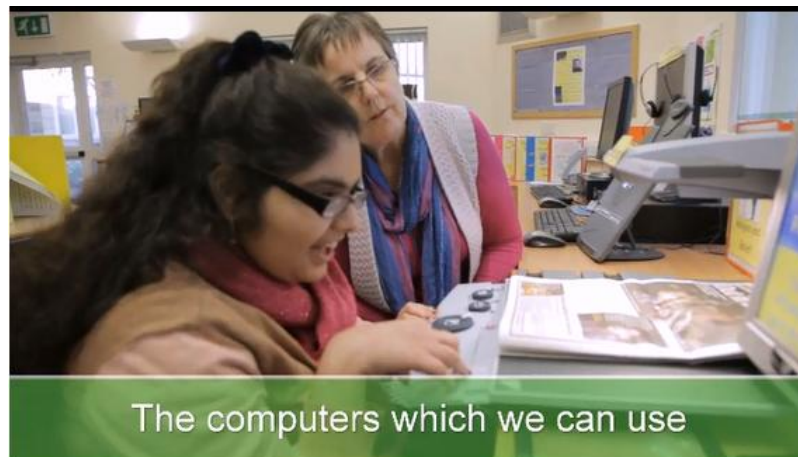
between the areas chosen. The students wanted to also include a choice of student to guide the viewer around each area (one male and one female student) – Each video would have type captions for those who had hearing difficulties.

Student indicated that it was important that each video spoke to the viewer with students talking directly to the person watching. This then had to be carefully rehearsed before filming took place as students were clear about using their own words and not using a script. These activities visibly contributed to an overall sense of student confidence.

An interactive map was designed by the film maker on which each area was identified. The map was integrated into the reception video as a map on the wall. Viewers could point to this as they entered reception.



Students were selected (one male and one female for each location) and worked over a week with the film crew to film each area.



As users selected from the map pictures of the two student guides (one male one female) appear for the user to select which will take them on a tour of the space they have selected. Students working on

the project felt that having a choice of who should guide would give the user more choice and more opportunity to interact with the MyCampus tour. Students also wanted to add in a game or some form of quiz to the tour – a good idea but it proved cost prohibitive at this stage in the tour development.

The draft virtual tour was showcased at the LSIS Technology for Success conference in Birmingham in February.



Students were filmed entering each tour space as if they were escorting the viewer to each room. Each student dialogue was rehearsed and filmed.



Transition filming (filming routes between buildings) has been taken and is currently being edited. This involved a further 4 students (3 male, 1 female). The students were filmed to look as though they were smiling and saying *'hello'* as they travelled around the college. In addition, these students were then filmed in one of the four main location areas, saying something around the notion of *'it's good to see you and hope to see you here next year.'* This was in order to add a real sense, from an audience perspective, of being at the college, rather than perusing a prospectus. The participant students took to

	<p>this idea very quickly, apparently seeing the value of that with which they were involved. However, whilst all students appeared to be reasonably confident when conversing, it was interesting to see the differing levels of student confidence when being filmed – those students who appeared most confident off camera were not necessarily those most confident ‘on camera’. But this was important adding an authentic learning component to their involvement. All students were excited by the prospect of seeing themselves on the Internet and they will be able to do so when the project becomes live on the website on 22nd March.</p>						
The benefits and impact							
<p>What benefits/ impact has the project had on:::</p>	<p>a. the work/ effectiveness of your organisation</p> <p>The project has allowed college to re-evaluate the way the prospectus is delivered to prospective students through involving current students in the making of the virtual campus tour. The evaluation has been able to look specifically at engagement and accessibility. It will be about 6 months before we can evaluate the impact the resource is having on those looking at the website and perhaps 18 months before we can have an indication from prospective student applications as to the impact on recruitment.</p> <hr/> <p>b. the cost/ efficiency of activities</p> <p>The project will be completed next year with matched funding from the college to equal what has been spent this year through the project grant with additional modules being filmed and added. The project is about student voice and in particular students shaping the way the college works with prospective learners and their families. To this end the project has been designed to meet their needs in feeling what it would be like to become a student at the college.</p> <hr/> <p>c. any other aspect of your work</p> <p>For showcasing the project at the LSIS Technology for Success conference it became evident that this model of campus tour could be replicated by other colleges wishing to engage learners with learning difficulties and disabilities in an interactive online video prospectus.</p>						
<p>What contribution to the success / smooth running of the project was made by:</p>	<table border="0"> <tr> <td>LSIS funding</td> <td>a little / some/ a lot / <u>essential</u></td> </tr> <tr> <td>Your mentor</td> <td>a little / some/ a lot / <u>essential</u></td> </tr> <tr> <td>LSIS Associate</td> <td>a little / some/ <u>a lot</u> / essential</td> </tr> </table>	LSIS funding	a little / some/ a lot / <u>essential</u>	Your mentor	a little / some/ a lot / <u>essential</u>	LSIS Associate	a little / some/ <u>a lot</u> / essential
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<p>Do you have any comments on the funding, mentor or LSIS Associate?</p>	<p>The project was a learner involvement programme and the support from the LSIS associate was ensuring the learners were central to the shaping of the product. Our mentor was essential in shaping the way the filmed portrayed our vision. Our mentor knows the college and the</p>						

	<p>learners well and this was essential in gaining the confidence of learners to participate.</p> <p>Funding enabled us to kick start this programme, although it is never enough to cover the time spent by staff in the college in building a resource such as this.</p>
<p>What lessons did you learn / what tips would you give to other providers</p>	<p>We have learned to listen to our learners more and be willing to re-shape the way the programme developed. We learned that it is important to keep to the projected outcomes as much as you can even though you changed the route map. Our support for this project was immensely useful in guiding us and picked up things we needed to consider when we could not see them.</p> <ul style="list-style-type: none"> • Listen to learners • Be willing re-shape actions from original ideas but protect intended outcomes. • Listen to those who are supporting the project –they can see what you can't!
Telling others	
<p>What have you done to share /disseminate this project with others in the sector</p>	<p>We have presented the MyCampus virtual tour at LSIS Technology for Success Conference. The workshop can be found on Technology for Success Conference 2013</p> <p>We are also presenting the virtual tour at the SW regional RSC technology forum on Friday 10th May.</p>
<p>Provide a quote on your experience of the LSIS LIT project.</p>	<p>The LSIS LiT programme has enabled us to provide a resource that involved will benefitted our learners and future learners. We would not have been able to do this without the funding, mentor or associate support this programme has provided.</p> <p>Our thinking was shaped as the project developed through meetings with the mentor and associate. We had to re shape the programme also to meet the budget and the input of our students. All of this has ensured we have an excellent and sustainable outcome.</p>
<p>Are you happy for us to use this and your contact details for marketing and publications?</p>	<p>Yes, please do.</p>
<p>Contact details for further information</p>	<p>dfinch@natstar.ac.uk</p>

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