

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

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| <p>Provider name &amp; contact details</p>   | <p>Stephen Woulds<br/>ILT coordinator / Advanced Practitioner<br/>Leeds City College<br/>0113 2846484<br/><a href="mailto:stephen.woulds@leedscitycollege.ac.uk">stephen.woulds@leedscitycollege.ac.uk</a></p>   |
| <p>LIT Project title</p>   | <p>e-collaboration in the design of a distance learning course</p>   |
| <p>Project summary :</p> <p>- Include the particular area for improvement that has been tackled through the effective deployment of technology</p> | <p>Leeds City College sought to develop, as part of its eLearning strategy, an effective solution to enable its staff to work collaboratively but remotely. The College chose to implement e-collaboration through the shared design of a distance learning course utilising the SkyDrive group space at Microsoft's <a href="http://www.live.com">www.live.com</a> to share and design content for the course; see Appendix A. It was hoped that the project would save tutor time, reduce the College's carbon footprint, increase productivity and improve cross-campus curriculum efficiency.</p> <p>Since its recent merger, Leeds City College (LCC) has become a multi-campus organisation spread over a 50 mile radius. Curriculum areas are now merging across LCC's four main campuses with significant, geographical challenges for staff meeting to develop curricula and share projects. The College was looking to streamline how its staff collaborated. Driving and email is typically how most staff came together. This is costly, ineffective and results in numerous documents being held in different locations. This project allowed a small number of staff to collaborate through cloud computing, using Microsoft's <a href="http://www.live.com">live.com</a>.</p> |
| <p>What were the aims of the project?</p>  | <p>The central outcome from this project was to develop a strategy and framework for effective e-collaboration in the design of curricula and projects.</p> <p>Primarily, the project sought to consolidate a process for e-collaboration, where staff could work remotely to design curriculum materials but all work on the same documentation; a central repository of one version rather than several versions of the same documentation on different computers. Once materials were uploaded and changed the rest of the team could be instantly told using the reporting function; see Appendix B.</p> <p>Second, as a final outcome, the project will design a Moodle course in carbon management to be delivered nationally. As a distance learning programme it will meet the needs of many who would not otherwise be able to physically attend the course in a building, either because of mobility issues or geographical reasons; see Appendix C.</p>   |
| <p>What did you do and how did you do this?</p>  | <p>The College started using <a href="mailto:live@edu">live@edu</a> to provide all its students with email accounts and 25GB of storage space to upload and edit and share Microsoft office documents online. Through this project staff members used the group space on SkyDrive (see Appendix A) to e-collaborate in the design of curricula so that there was automatic synchronisation of shared</p>   |

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|   | documentation for project members working asynchronously in different locations, but also synchronously, through chat and discussion tools. An automated emailing system informed project members when new work had been contributed; see Appendix B.   |
| What role did your mentor play on your LIT project?                             | Mentoring was offered by Stephen Woulds, Leeds City College, because of his experience in e-collaboration, designing distance learning packages and implementation through a VLE. He also has shares responsibility for the College's eLearning strategy and is pivotal in moving forward the organisation infrastructure to cope with sustainable eLearning and e-collaboration.   |
| What have been the key benefits from the input of your mentor?                  | Support in using the collaboration tools of live.com. Initial training and ongoing support.   |
| What was the benefit of the support that you received from your LSIS Associate? | Very positive experience. In our face-to-face meeting he was able to support with innovative ideas. He was always quick to respond to emails and used email effectively to communicate without being 'pushy' with deadlines, etc.   |
| What has been the impact and benefit of the LIT capital grant to your project?  | <p>We were able to purchase portable devices (iPads, Android tablets, laptop with dongle).</p> <p>The technology we bought allowed us to work remotely through 3G and wi-fi rather than being tied to a machine with a physical connection. This is in-keeping with the nature of the project. Cloud-computing and remote access go hand-in-hand, not being physically constrained to a time and a place but able to work from anywhere and anytime.</p> <p>These devices also helped us to view how the completed learning package in Moodle will appear to future learners who themselves are no longer restricted to a time and place for their learning but use multiple devices and locations to access the same content through technology. For instance, the Android tablet showed more of the content on Moodle whereas the iPad blocked adobe content such as flash videos. A fix needs to be implemented to enable dual content for multiple platforms, e.g. intelligent coding so that the Moodle can recognise different operating systems and alternate between flash .flv video content for android and .mp4 video content for Apple products such as iPad and iPhone.</p> <p>As how we access content and communicate moves ever onwards to a mobile paradigm, rather than a static paradigm, this project and devices enabled us as a college to improve how we operate in all our operations. As a case-study it has helped to inform our ongoing improvement and sustainability of learning technologies, as well as cross-campus communication, in a college that is spread over 50 geographical miles.</p> <p>The Android tablets had no problem accessing any of the online content, such as varying video format or Microsoft Office documents. It was able</p> |

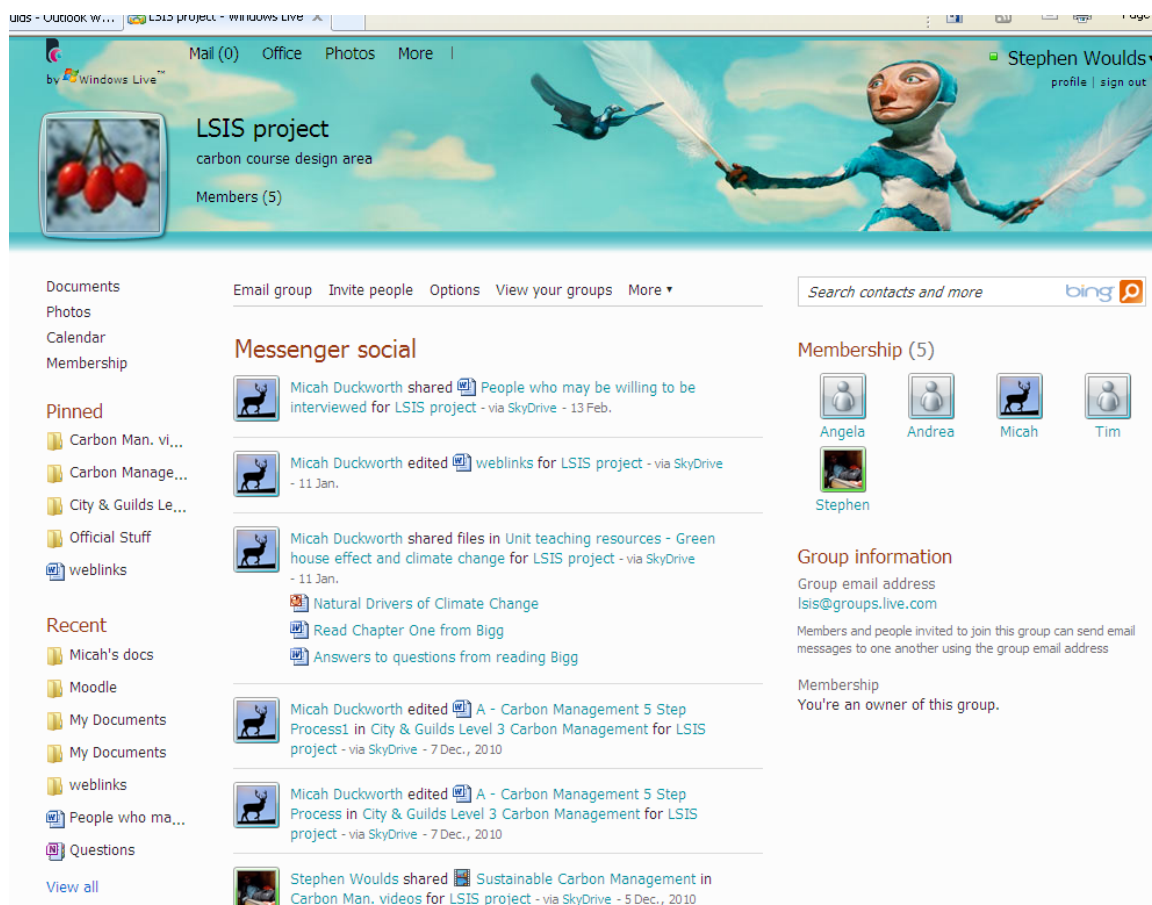
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|  | <p>to open these in a manner very similar to the desktop Windows operating system. Surprisingly, the iPad was able to access SkyDrive and open the different Office programs for viewing but it was restricted viewing (for example, folder structures couldn't be seen) and it was not possible to edit the documents online; a key functionality of SkyDrive is the ability to edit and create Office programs online even if the programs are not installed on the client machine.</p> <p>The iPad could open documents in Google docs but the editing bar was hidden and the best one could do to edit was add basic text; all the format functionality was not available.</p>   |
| <p>What did the project cost, including LSIS funding?</p>  | <p>£11,000 (£6000 staff time and mentor) + (£5000 capital bid)</p>   |
| <p>What has been the impact of your LIT project on your organisational improvement strategy?</p> | <ul style="list-style-type: none"> <li>• saved tutor time and money in travelling to different campuses to plan curricula</li> <li>• reduced its carbon footprint because staff have not needed to use transport to be together in a physical environment</li> <li>• increased productivity because staff have not been duplicating materials</li> <li>• overall improvement of cross-campus curriculum efficiency</li> </ul> <p>Experiences from the project will further support the development of an e-collaboration strategy and framework for designing curricula and project work. Other staff are now working in a similar manner, using live.com to collaborate remotely on projects, curricula and shared documentation.</p>   |
| <p>What were the benefits of your LIT project?</p>   | <p>A recurring weakness in our college was a lack of collaboration and use of technology. Recommendations for improvement included:</p> <p>“A collaborative approach be adopted within and between curriculum teams to share the good practice learned on the journey to eLearning and technology excellence.”</p> <p>“A collaborative approach be adopted combining cross college expertise.”</p> <p>A central recommendation for the College to achieve its eLearning strategy was:</p> <p>“a collaborative approach should be fostered (perhaps utilising eLearning technology) between and within curriculum areas and support teams that underlies a corporate team approach. It is essential that collective approaches are taken to gain the essential “buy in” for successful implementation of eLearning.</p> <p>This project has taken a significant step forward in adopting a ‘collaborative’ and ‘collective approach’ across curriculum teams in</p> |

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|   | <p>different campuses where SkyDrive is the coordinating media. Other staff are now working in a similar manner, using live.com to collaborate remotely on projects, curricula and shared documentation.</p>   |
| <p>What were the savings to your organisation?</p>                  | <ul style="list-style-type: none"> <li>• saved tutor time and money in travelling to different campuses to plan curricula</li> <li>• reduced its carbon footprint because staff have not needed to use transport to be together in a physical environment</li> <li>• increased productivity because staff have not been duplicating materials</li> <li>• overall improvement of cross-campus curriculum efficiency</li> </ul>  |
| <p>How did you calculate them?</p>                                  | <p>We have not been able to calculate a precise financial amount. Nevertheless, there has been a saving in hourage and carbon and cost; because of not having to travel to campuses but communicate and share electronically. The project team met only once in a physical environment to learn how to use SkyDrive.</p>   |
| <p>What were the lessons learned?</p>                               | <p>Staff work at different speeds. Whilst some members were quick to get involved, others were slower. Not having a physical reminder (such as day-to-day contact in an office environment) meant some contributors did nothing for a number of weeks when others were very active.</p> <p>College filtering policies were very problematic. Words such as ‘network’, ‘backup’ ‘social’ were picked up by the college’s Websense filtering box and it blocked either access to SkyDrive or disabled certain features. Google docs and similar online sharing websites were similarly blocked. Strong liaison with IT support was imperative here.</p>  |
| <p>What tips do you have for other providers?</p>                   | <p>Working remotely can result in some project members becoming off-task. Be very clear with deadlines when work is to be submitted online. Working collectively, but in isolation, can mean one person can’t do their job until someone else has first completed their part. Working remotely can also feel very solitary. On a regular basis use audio-visual means to talk and see each other online; such as Microsoft’s Instant Messenger with webcam and audio facilities or even basic videoconferencing which can be found freely online. Don’t underestimate face-to-face contact, even if participants are separated geographically.</p> <p>For remote technology and staff generating content for learning, Android tablets would possibly be a preferred option because of better integration with existing systems and file formats. The iPad, sleek, fast and armed with an array of applications, failed to integrate well in editing mode with Office, Google and Adobe products. Strategies might be implemented to curtail this but for the average user the challenges would be significant.</p> <p>As a general user viewing content created by someone else, the same iPad challenges are not as evident but there is still some restricted viewing, for example, with Office documents in Sky Drive and flash video.</p> |
| <p>How will you disseminate effective practice to others in the</p> | <p>College presentation held internally for staff.<br/>Seek external opportunities to cascade information.</p>   |

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| sector?   |   |
| Provide a quote on your experience of the LSIS LIT project.                               | An effective means to encourage innovative work. There were limited constraints with paperwork and checking of progress. Freedom to work independently with support when required. Other projects have been very top-heavy. Freedom to breathe. |
| Are you happy for us to use this and your contact details for marketing and publications? | Yes.  |
| Contact details for further information   | Stephen Woulds<br>ILT coordinator / Advanced Practitioner<br>0113 2846484<br>stephen.woulds@leedscitycollege.ac.uk  |

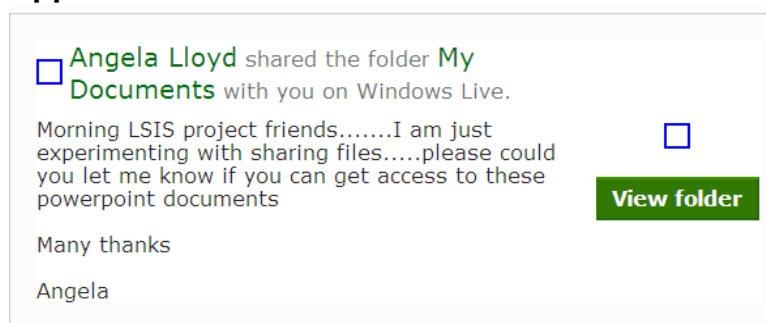
Please email all case studies to [leadership@lsis.org.uk](mailto:leadership@lsis.org.uk) by 18<sup>th</sup> March 2011

## Appendix A



The screenshot shows a Windows Live Messenger group page for 'LSIS project'. The page header includes navigation links for Mail, Office, Photos, and More. The group name 'LSIS project' is displayed with a sub-description 'carbon course design area' and 'Members (5)'. A search bar is present with the text 'Search contacts and more' and the Bing logo. The main content area is titled 'Messenger social' and lists several shared items, including documents and weblinks related to carbon management and climate change. On the right side, there is a 'Membership (5)' section listing members: Angela, Andrea, Micah, Tim, and Stephen. Below this is a 'Group information' section with the email address 'lsis@groups.live.com' and a note that members can send email messages to each other. At the bottom, it states 'Membership: You're an owner of this group.'

## Appendix B



The screenshot shows a message from Angela Lloyd. The message text reads: 'Morning LSIS project friends.....I am just experimenting with sharing files.....please could you let me know if you can get access to these powerpoint documents'. Below the text, it says 'Many thanks' and 'Angela'. There is a 'View folder' button in a green box. A small blue square icon is visible next to the message text.

## Appendix C




C&G Level 3 Certificate and Diploma in  
**CARBON MANAGEMENT**

[This can be a prototype area for one single unit. Each unit could eventually have its own meta-course area if appropriate.]

[Link to unit contents](#)

 [Unit Learning outcomes](#)

 [GLOSSARY of terms used in this unit](#)

 [Suggested reading list - could we provide ALL required reading online?](#)

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#### WEEK 1

Introduction to unit - including inspirational content and rationale

INTRODUCTORY ACTIVITY - something to engage the learner with the topic. Could be answering a question on a forum, and initial quiz or reflection on the subject. May include reading answers given by others on the course.

Some scoring of confidence or knowledge in the subject may be useful.

 [Subject Ice Breaker \(forum\)](#)


**Include a short reading and respond task for week one?**

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#### Week 2

DISCOVERY OR INVESTIGATION activity

Where the core learning content can be presented and assimilated. This could be task oriented and contextualised by the individual learner.

 [Unit Core Learning Activity](#)