LSIS Leadership in Technology (LIT) grant based intervention

Case study/Report

Provider name & contact details	Barnet College Grahame Park Way Mill Hill NW9 5RA
LIT Project title	**LIPSTICK – Learning Improved by Personalisation - Skills Technology Information Communication and Knowledge**
Project summary : - Include the particular area for improvement that has been tackled through the effective deployment of technology	Media Make Up courses have fallen below retention benchmarks in the past 2-3 years. The LIPSTICK project has motivated students' independent learning through mobile technology to organise study time, photograph/video evidence of skills and upload to a professional e-portfolio. Dashboard/EBS has demonstrated retention and achievement in comparison with previous years. Retention to date is 96.5%, 1 learner has transferred to a different course in the college. This is a 27.5% increase in retention compared to this time last year. The adoption of multimedia to deliver and record student learning worked alongside staff development and coaching to improve teaching and students' learning. Students' IT skills have improved as have communication and collaboration as they have worked on portfolios. They have reflected upon their work and monitored individual progression.
What were the aims of the project?	Media Make Up Courses are popular and achieve full enrolment but in recent years have failed to retain students according to national benchmarking. This project aimed to - Increase responsibility and ownership of students' personal progress. - Review the delivery method of teaching and the recording of learning through the use of student owned mobile devices. - Contribute to improving retention and achievement on the course by motivating students through the use of 21st century technologies – m-learning, Bluetooth, e-portfolio - Contribute to sustaining the introduction of m-learning (http://www.moletv.org.uk/Default.aspx?module=AllMovies&Org=67) and e-portfolios(LSIS 2009/10) from previous projects by encouraging students to use their own devices
What did you do and how	College policy regarding use of mobile phones changed in September 2010 – phones could be put on silent and used with

did you do this?	permission of lecturers in learning areas. We followed our action plan closely: • Beauty Lecturers paper-surveyed students as to which phones they owned (mainly Blackberrys) • Lecturers introduced students to using phones for planning learning e.g. using 'calendar' • Students used phones to take pictures/video of work and to make notes in class. They also took pictures of work done outside of college with family and friends. • Students trialled Bluetooth to get pictures from phones – this was used with one student who had an older phone, but generally students emailed their work or uploaded to Facebook, then transferred to Mahara. Some students found it difficult to transfer photos from phones to computer, particularly if they did not have internet access. These technological barriers were overcome by uploading to Mahara at home via mobile USB or using Bluetooth (above). • Additional IT classes and training was provided on Mahara e-portfolio for students to keep and peer review their work. • Students showcased their work to an audience, providing a competitive edge to their personal development. • Lecturers were also competitive in delivering the project – enhancing their teaching. • Lecturers trialled TextWall and recently began investigating iPads as additional mobile technology to support learning (from the capital fund).
What role did your mentor play on your LIT project?	The Mentor advised on the implementation of project and training on various systems – i.e. Mahara, Textwall, iMovie. He attended classes to support students in their use of Mahara and worked with lecturers to demonstrate new technologies, particularly iPad and accessories from the capital bid. He advised on the investment of the capital funds to continue the mobile theme of learning, and participated in staff development days to disseminate learning from the project to other colleagues in college. He recorded a video case study for the project with staff and students which will go on the college website and can be available for LSIS.
What have been the key benefits from the input of your mentor?	Key benefits have included training us on using Mahara, Textwall, iPads and iMovie and the use of Apple Mac for video editing with our apprentice learning technologist. He has supported Lecturers in the classroom, and advised senior managers on investment and developments in other colleges/organisations. His advice regarding the capital equipment purchase was essential to us making good decisions, particularly with the accessories required to get the most out of the technology. The video record enabled students to reflect on their learning as well as providing us with key evidence that the project was successful.

What was the benefit of the support that you received from your LSIS Associate?	Advice in developing the action plan. Information regarding how mobile learning is being used internationally. Support in reflecting on outcomes and writing up the project report. Time to discuss the future of the project e.g. integrate photoshop into curriculum for next year – touch up etc. Level 3 learners to work this way as well as continuing at Level 2.
What has been the impact and benefit of the LIT capital grant to your project?	The main benefits of the capital grant have been proving additional mobile technology for salon based work. This enabled students to be portable in capturing evidence of their work; and lecturers to trial new elements of mobile learning in the classroom.
What did the project cost, including LSIS funding?	£6,000 LSIS funding - £3,000 to external mentor, £5,000 LSIS capital funding = £11,000 An additional investment in lighting for the salons would enhance photos in the salon.
What has been the impact of your LIT project on your organisational improvement strategy?	The main impact has been raising the profile of mobile learning by addressing issues of retention and achievement in a particular subject area. This will be disseminated to other curriculum areas. It has also improved IT skills in students who participated in the project. It appears to be improving retention – the students felt they were working in a group, supporting each other and this motivated them to attend class. It is also leading to further embedding the use of handheld devices to personalise and support learning. The Beauty area improvement strategy was to raise the benchmarks of this course to 2% above the national benchmark; but also for technology to be used more widely in lessons by both learners and staff, including platforms such as Mahara and Moodle.
What were the benefits of your LIT project?	Students regularly attended classes and were motivated to use technology familiar to them to support their learning. Extra care was taken on practical work as it would be assessed by peers as well as lecturers. Constructive criticism was encouraged and

	learners supported each other. They had an open portfolio and were inspired by each other's ideas. They also developed ideas from one week to the next, annotating their development, reflecting and demonstrating influences. Level 2 were consequently working at Level 4, preparing them for progression.

There was a significantly reduced number of disciplinaries (about 90%) regarding use of mobiles in class – students were encouraged by Lecturers to use devices to capture their work/take notes etc, so they were not being told off for having their phones out. Students captured work inside and out of college, demonstrating interest in the course and increased ownership of learning – in the past they have perhaps done work at home but not evidenced it. |
| What were the savings to your organisation? | The savings to the college was approximately £11,000. We would have continued the project without LIT but we would not have had the money to further invest in terms of advice and capital. |
| How did you calculate them? | As per the calculations on the bid document. |
| What were the lessons learned? | Learners expect all systems to work as smoothly as Facebook/Youtube - that is their benchmark. For example, being able to take a picture and upload it straight to their e-portfolio from their mobile. The college e-portfolio is not yet 'mobile friendly' so students were uploading to Facebook, downloading and uploading again. Transferring data from phones to computers was the biggest barrier (as above), which took 4-6 weeks to overcome with extra sessions and support. Despite this, lecturers and students persevered because the end result in relation to learning was worth it.

Inspiring tutors also played a key role in this. Regular meetings with the project manager and mentor meant they were able to air their concerns and receive coaching and support. The mentor also provided classroom support. Students are encouraged to have online work in the industry, they have used Mahara to practice presenting their online work in a professional way – next step will be to have a professional Facebook page. |
| What tips do you have for | • Identify the handheld devices students can use – have a supply of spares to plug any inequality gaps. |

other providers?	• Be clear with students about classroom conduct when using mobiles. Encourage students to support each other and the lecturer in implementation. • Provide additional access to IT rooms if using a new system, also development and classroom support and training on systems - the external mentor was invaluable for this. • Facilitate students to work out technical problems – they may upload photos from home, upload to Facebook or email to themselves, Bluetooth and share, but they generally worked together to solve any problems. • To avoid bullying, students should work together on face to face feedback first before entering online feedback. • The showcase was key in motivating students and encouraged them to share ideas and present their work, enhancing employability.
How will you disseminate effective practice to others in the sector?	We have disseminated via a presentation at the LSIS conference. We have demonstrated the use of Mahara to internal colleagues as part of a staff development day (11 Feb) and external colleagues from nearby colleges (Stanmore and Harrow – 25 Feb). The external Mentor is a consultant for Techdis/LSN/JISC so will disseminate some of the results in his day-to-day work and advice. We will look for other opportunities to share within the Beauty and educational technology sector – please keep us informed of any other opportunities.
Provide a quote on your experience of the LSIS LIT project.	**From Students:** "I had not worked this way before but will do in the future." "The feedback on my work helped me improve where I was going wrong." "I'm not great at IT but this way of working helped my skills." "It was useful to have a backup of my work on Mahara in case I lose my pictures." "Pictures look better on the website than on my phone." "I liked looking at other people's work as it gave me more ideas." "Working as a team was motivational as was the competitive element of awarding a prize for the best portfolio." "Looking back at my work made me feel good about myself and I wanted to carry on." "When I have work freelance or have job interviews I will be able to show people my work." "Better than keeping your work on your mobile or in a folder as they might get lost." "I'd never done makeup before so this really helped me to see how I'd improved." **From Lecturers:** "Students enjoyed reflecting on each others' work and they could see what they had achieved since the beginning of the year." "Students enjoyed working together, looking at each others'

	pictures, it was very motivational." "This project has encouraged them to be more objective of their work and their peers' work – they have helped each other." "Students are taking pride in their work as they have been able to show it to other people – it made them try harder." "By posting their work online they were able to reflect on what they had achieved and this motivated them."
Are you happy for us to use this and your contact details for marketing and publications?	Yes
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