

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

### Case study template

Provider name & contact details	Kingston College Phil George Phil.george@kingston-college.ac.uk
LIT Project title	<b>KODE (Kingston Options for Designing E-Learning)</b>
<p>Project summary :</p> <p>- Include the particular area for improvement that has been tackled through the effective deployment of technology</p>	<p>Kingston College is committed to embedding the benefits of technology within its teaching and learning strategy and learning technologies play a key role in the College's new strategic plan. This project concentrated on maximising these benefits for vocational sports courses. Having already focused attention on other parts of the curriculum including Higher Education Business, ESOL, Hairdressing and Beauty therapy, vocational sport was identified as a logical area from which to explore potential opportunities for blended learning solutions to be rolled out. Teachers within this area had also expressed interest in focusing on blended learning.</p> <p>The output of this project is ultimately an online selection tool which has in its Beta format already produced the following benefits for the organisation:</p> <ul style="list-style-type: none"> <li>• Greater support for all lecturers and curriculum managers in the effective blending of their course delivery.</li> <li>• Predicted efficiency savings in both staffing and accommodation.</li> <li>• Enhanced learner engagement from the increased use of ICT within the learning environment.</li> </ul> <p>It is envisaged that the web based toolkit will reside within the Moodle/Portal environment and provide a platform for the design of Blended Learning solutions across the curriculum.</p>
What were the aims of the project?	<p>The KODE project aimed to provide practical, accessible and sustainable resources to support teaching teams to translate models of blended curriculum delivery into concrete learning experiences. It concentrated on 7 specific models which had emerged from the earlier JISC-funded Curriculum Delivery KUBE project.</p> <p>The project aimed to produce a web-based tool which would support lecturers and curriculum managers with the identification and implementation of appropriate blended models. Pre-populated</p>

	<p>exemplar courses were also planned to give a template for course design and delivery. Although, these were shelved as a result of obtaining teacher feedback.</p>
<p>What did you do and how did you do this?</p>	<p>Based on the characteristics of the models identified in earlier Jisc funded KUBE project (Kingston Uplift for Business Education) a prototype selection tool was developed using PowerPoint. Meetings were organised with learning coaches in order to use their feedback for the further development of the tool. They were given the tool without any verbal explanation and their use was monitored. Questioning was used to clarify how and why they made decisions and amendments were made to clarify any areas of uncertainty. Terminology, in particular, was changed in order to better match the experiences of lecturers and to gear the tool more towards their requirements.</p> <p>The completed tool was then trialled with lecturers. The response was extremely positive and many warmly welcomed this online support which provided both examples of the technological approaches and ways of accessing the relevant technology.</p> <p>The final PowerPoint tool was discussed with our mentor, James Ballard, who is now creating a web-based version to sit within our Moodle installation.</p>
<p>What role did your mentor play on your LIT project?</p>	<p>The scope of the project was examined at the outset by both our mentor and our LSIS associate and an action plan arose from these primary discussions. Our mentor provided guidance on narrowing the terms of reference to a more manageable level.</p>
<p>What have been the key benefits from the input of your mentor?</p>	<p>As outlined above our mentor had experience of other curriculum design tools which had failed as a result of being too ambitious. Advice was to find the essence of what was being attempted and keep a tight focus on this. Only then would there be specific objectives which could be measured. This has been our approach and we scaled back our original plans accordingly.</p>
<p>What was the benefit of the support that you received from your LSIS Associate?</p>	<p>A similar message regarding scale and terms of reference came from our LSIS associate. After scrutinising the original project plan suggestions were made to ensure the scope of the project remained doable and advice and guidance provided about how the project</p>

	<p>was managed. In addition our LSIS associate proposed that we present our project at the LSIS conference in February which was a highly successful day and provoked an excellent response from the attendees</p>
<p>What has been the impact and benefit of the LIT capital grant to your project?</p>	<p>The grant has provided equipment with which we can effectively demonstrate a collection of resources which may be integrated into a blended learning solution for use both in and out of the classroom. Examples of these locally created resources include Xerte units which proved to be a cornerstone of the KUBE project resources and are now proving popular with teachers and learners elsewhere in the curriculum.</p>
<p>What did the project cost, including LSIS funding?</p>	<p>The cost of the project including the LSIS contribution would be approximately £12-13K including hardware software and development time for KC staff and ULCC staff.</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>In order to assess the current skills levels and usage of technology amongst the vocational sports lecturing team, we asked the 12 lecturers to complete an online survey. Survey Monkey was used to produce this survey. We have subsequently questioned the same lecturers and had a positive response with regard to their use of technology. The selection tool was widely welcomed. It was seen as a useful resource for teachers and learning coaches appreciated its value as a focus for training. It is our intention to roll-out the KODE toolkit at the same time as we launch Moodle 2 (September 2011) and underpin this roll-out with staff development focusing on the design and implementation of effective blended learning.</p> <p>It is clear that efficiency gains and cost cutting will be at the centre of the organisations activities for the foreseeable future it is therefore imperative that issues of effective design, usability and suitability for purpose are at the core of blended learning solutions and not an ill conceived notion of cheap teaching methods.</p> <p>The fiscal savings to the organisation are as yet unclear as we would anticipate any real saving on course design or delivery to be evident during the period when larger scale adoption of Blended Learning solutions takes place and thus resources including time, rooms and consumables may be measured and compared with</p>

<p>How did you calculate them?</p>	<p>conventional teaching plans. However outlined below are the anticipated outcomes of the project.</p> <p><b>Teaching practitioners Continual Professional Development;</b> Teachers across the curriculum are being urged to investigate methods of making savings in the way that courses are delivered. Using the KODE toolkit will help facilitate a speedy solution for teachers to become comfortable with the use of on-line teaching and learning methodologies, see real examples of where these have been applied and make choices based on awareness of what is available and has worked in other areas of the curriculum. The toolkit is accessible, self accessed/self paced and will thus remove the need for expensive and difficult to schedule class based training. Use of the KODE tool plus one face to face meeting should be enough for a teacher to initiate the creation of a blended solution within their own teaching area.</p> <p>As mentioned all areas of the curriculum are actively seeking ways of finding savings in the way teaching and learning takes place. The use of the KODE toolkit as outlined above, we hope, will provide a range of methods of making essential savings in the way we deliver. By introducing Blended Learning solutions in focused areas of the curriculum we have already experienced a reduction in the requirements for class room based activity. Up to as third of classroom delivery has been moved to a collection of online tasks and interaction. The deployment and distribution of resources, conventionally paper based, now using the tools and techniques contained in KODE will provide significant savings in printing and associated costs (staff time, paper, waste, printing costs). An additional benefit of using these tools (Xerte, Moodle, Jing, Hot Pots etc) is the longevity and potential re-purposing features. Experience thus far has illustrated how a Xerte online learning unit may be used across a variety of programmes with minimal change required.</p>
<p>What were the lessons learned?</p>	<p>Resources which are intended to be used by teachers should be tested by them before implementation as valuable comments were received on the wording prior to use.</p> <p>Lecturers are more likely to engage with the tool if the wording relates to an aspect in which they are required to make progress.</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>(As a result of learning coach feedback we ensured the toolkit vocabulary was based on teacher observation terms used in observation dialogue documentation)</p> <p>It is important to engage lecturers with similar projects in order to fully meet their actual requirements rather than their perceived needs.</p> <p>Likewise, it is crucial to adopt a flexible attitude to the necessity for changes within the project scope (e.g. the subsequent side-lining of the course templates).</p> <p>Project presentation taken place already. Case study, web-distributed resources, possible web based template which can be made available to other institutions engaged in Blended Learning design.</p> <p>This project could be expanded in the future to include the gathering and publishing of the effective use of learning technologies within the classroom. A collection of case studies and peer training would help to further embed this use within the curriculum</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?</p>	<p>A most valuable experience which provided an opportunity for Kingston College to build on experiences from a previous project and create an effective and distinct tool for use with practitioners and colleagues across the curriculum.</p> <p>Yes</p>
<p>Contact details for further information</p>	<p>phil.george@kingston-college.ac.uk</p>

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