



## Project Document Cover Sheet

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Project Information			
<b>Project Acronym</b>	SpringboardTV		
<b>Project Title</b>	An internet TV station to enrich teaching & learning		
<b>Start Date</b>	1 November 2008	<b>End Date</b>	31 October 2010
<b>Lead Institution</b>	The College of West Anglia		
<b>Project Director</b>	Glen Singleton		
<b>Project Manager &amp; contact details</b>	Ben Jackson e: <a href="mailto:bjackson@col-westanglia.ac.uk">bjackson@col-westanglia.ac.uk</a>		
<b>Partner Institutions</b>	n/a		
<b>Project Web URL</b>	www.springboardtv.org		
<b>Programme Name (and number)</b>	e-Learning programme - Transforming curriculum delivery through technology		
<b>Programme Manager</b>	Lisa Gray		

Document Name			
<b>Document Title</b>	Interim Report		
<b>Reporting Period</b>	August 2009 – March 2010		
<b>Author(s) &amp; project role</b>	Ben Jackson (Project Manager) Jeff Holmes (Evaluation Consultant)		
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Document History		
Version	Date	Comments

# Transforming Curriculum Delivery through Technology Programme

## Interim Reporting Template

**Project Name:** *Springboard TV, The College of West Anglia*

**Report compiled by:** *Jeff Holmes*

**With contributions from:** *Ben Jackson, Jayne Walpole, Jeff Holmes*

**Reporting period:** *September 09 – February 10*

### Section One: Summary

Springboardtv.com has been launched and has a web presence. A new curriculum model for students studying BTEC programs in Media has been designed, implemented, evaluated and redesigned. Their work has been published to the website.

Three new lectures have been appointed and have joined the curriculum delivery team engaged with the project. All three have direct industry experience. The project technician, Gary McConville has left post and been replaced by Peter Naylor. The handover period that was built into the recruitment process was effective and Peter has made a positive impact with both staff and students.

All programme areas in the faculty are engaged with the project. Some curriculum areas represented in the faculty have more natural connections with the project than others, for example Music (students writing scores for content and developing identity trailers), Performing Arts (acting in short films), Journalism (broadcast journalism on camera) and Graphics (imagery for the station identity). In addition to the involvement of these areas all of the curriculum course teams are expected to undertake one live project with SpringboardTV during the year.

A soft launch within the college and local community took place in September, a full launch is planned for June 2010.

The media department has been rebranded 'Springboard Tower Studios' and the whole environment has been refurbished. The college has invested substantial resources to engender this change. This includes an overhaul of the edit suite, the purchase of 20 new Apple Mac edit suites running both Final Cut Pro Studio and the Adobe Master Suite and ten Panasonic HDV 151 HD solid state video cameras. Staff and students have now been trained in their operation.

The project has developed existing links with The Lynn News, the local newspaper. Students work closely with the newspaper to cover news events and have their work publish on Springboard and the Lynn News Website. Meetings have been held with local Radio station KLFM and partnerships are being explored with other locally represented organisations including Voluntary Norfolk, The Princess Trust, Natural England and The National Trust.

The sustainability of the project is now in sharp focus and meetings have been set up with the college SMT and local government to explore the possibility of further funding. In addition the college is developing links with European colleges running similar projects in order to explore exchange opportunities.

Deficiencies in the existing website have become apparent and work is currently underway to redevelop the site using Wordpress as the CMS. This will enable more student involvement in the upload process, better performance and increased functionality - including Facebook, Twitter and Flickr interfacing.

The project team has engaged in multiple local and national dissemination opportunities this reporting period.

Training opportunities for staff directly involved in the project and those in the wider faculty are ongoing and have been well received.

*Provide an overview of the project to date, highlighting key developments, deliverables/outputs and achievements for the reporting period. This section may be used to inform the Programme and*

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*Support team, and may also provide the basis for an update to inform the sector about the project. We suggest you write this section last to highlight what, on reflection, are the key points from the other sections.*

### **Section Two: Activities and Progress**

*Report on activities in support of project objectives for the reporting period. Please refer to the original project objectives and outcomes in your project plans and discuss progress against these, noting any changes.*

*Provide a full review of progress in terms of your workpackages including technical approaches and developments, pilot activities and project meetings. Briefly explain any changes to the overall approach outlined in the project plan, and note any amendments, for example to the project team, deliverables or milestones. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).*

**See workpackage attachment**

### **Section Three: Outputs and Deliverables**

*What outputs are you expecting to arise from the project? Please provide an up-to-date list. This should include a short paragraph summarizing expected technical outputs/system integrations, or any unanticipated outputs.*

- Refined curriculum delivery model: teaching and learning principles, course and unit integration, assignment briefs and assessment strategies.
- Internet TV Channel website – ‘SpringboardTV’
- Evaluative report on the implementation of the internet TV channel and related technologies, which may include technical models that can be shared with the wider educational community.
- A detailed case study illustrating the impact on the learner, from their perspective.
- Evaluative report on the revised curriculum model compared with the current delivery model
- There are no technical outputs/system integrations associated with the project. All hardware and software used in the project is off the.

*Please indicate clearly what outputs, if any, have been produced in this reporting period. Include any outputs, including interim and work in progress, that might be of interest to other projects or external audiences. Please describe and provide details of where these can be found, e.g. URLs or attached documents etc. Please note **which of these if any have been uploaded to the design studio.***

**Student questionnaires analysis:** Learners were questioned on their expectations of their programme, their current media consumption and media usage (what hardware and software they have access to), their future plans/career aspirations and how they think they will respond to the pressurised nature of production work. (Not fully analysed)

**Video interviews with students:** New students were asked a variety of introductory questions designed to familiarise them with the process of creating a media product. (Not yet edited)

**Continued update of project website:** During this reporting period the project team has continued to use the blog as a form of reflection and dissemination.

**Live website [www.springboardtv.com](http://www.springboardtv.com):**

**Live student output on Springboard:** Students work has been regularly uploaded to SpringboardTV

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during this reporting period and is live.

**Web redevelopment paper:** The project team has begun the redevelopment process of the SpringboardTV in order to bring the site in line with project expectations a short paper was put together to rationalise this and is included in this report.

**Web redevelopment requirements and scope:** A Document outlining the features and functionality of new redesign of SpringboardTV.com

**Becta presentation** – Used at the Next Generation Learning Conference 2010 during a workshop session hosted by SpringboardTV

### Section Four: Evaluation

*Provide details of progress during this reporting period in terms of the development and implementation of the project evaluation plan. Include what activities you have undertaken (including details of the methods used), what you feel has worked, what has not, and any aspects you have changed. Please provide links to any relevant materials (e.g. evaluation reports, tools, blog posts, team reflections, etc)*

*Please give details of the key evaluation activities you will undertake in the next 6 month period. Please tell us the rationale/purpose for activity, planned method, participants, and timing.*

*Please note that we expect these evaluation activities to produce lessons and outcomes for reporting under section 5 of future interim reports and for your final report or final evaluation report.*

During this reporting period a questionnaire answered by 36 students over 3 sessions using Survey Monkey as the facilitating software. Respondents were encouraged to complete the questionnaire without collaboration. The questions were designed to elicit views about expectations of the programme, aspirations, a response to working to the tight deadlines dictated by the nature of the media industry, relative skill levels in a variety of production roles, the learners media consumption and usage. In addition, one on one video interviews with students have also been conducted. These interviews had two functions, firstly to introduce learners to the artificial process of being “on camera” and secondly to provide them with a compelling record of their thoughts, feelings and aspirations of their course which they can revisit at the end of their programme in order to gauge the distance they have travelled during their course.

It was planned that individuals would be required to respond to three key questions in a Big Brother type diary room, however the students showed little interest in having a voice in this medium and the Diary room did not take off. Students preferred to either blog, it has become apparent that there was a better take up to students reflecting on the work they have undertaken when they were encouraged to interview each other without staff present or in a group environment.

Three learners have been identified by the project team as suitable to be case studies.

To date there has been little evidence of teaching and support staff undertaking blogging on a regular basis.

An analysis of application and starter numbers between 09-10 and 08-09 shows an increase of more than 300% in new starters. Retention of full time learners to date is excellent at 98%. Retention will be measured definitively at the end of the academic year.

### Section Five: Outcomes and Lessons Learned

*Outline any emerging outcomes or lessons that have been learned during this reporting period through your research, evaluation and piloting activities which could be of interest to others outside of*

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*your institution, and identify any emerging themes. Please be aware that these reports will be made available publically, so please indicate clearly any lessons that you wish NOT to share more widely. Also outline any new ideas or opportunities that have emerged.*

*When thinking about outcomes and lessons you might: (a) revisit your original challenge and identify anything you have learned that is helping your institution to address this challenge; (b) revisit any mindmaps or other representations you have of the problem space in which you are working and identify any changes; (c) revisit your original research or evaluation questions and identify any areas in which your understanding has changed, or been enriched, qualified, or confirmed.*

### Curriculum

The focus of the three 'tune it in' conferences that were held off site with the curriculum course team was "How best to develop expert learners in the vocational area of film and TV media". This was achieved by identifying the most suitable aims, objectives and skill set of a practically orientated vocational film and TV media course, mapping this against the requirements of the awarding body and the existing provision.

A flexible curriculum model was devised to encompass the outcomes of the curriculum courses. This model is delivered over three teaching days with a fourth day dedicated to the realistic work experience environment provided by SpringboardTV.

Balanced hierarchical teaching groups consisting of three levels of students (First Diploma, National Diploma years one and two) were formed. They were taught together for practical skills and production, but separated into their constituent groups for theory, skills workshop and tutorial. Two production companies were planned, their first task was to name their company however due to recruitment exceeding initial target three production companies were formed. This increase in learner numbers also necessitated the appointment of additional teaching staff. Teaching staff took on the role of Production Director for each of the groups. Each of the productions or assignments would last for three weeks and be staffed by one of the Production Directors. The production cycle included the initial brief, pre-production planning, production and post production including uploading onto the website followed by assessment, evaluation and public review. Learners will rotate through the three Production Directors, each of who would repeat the same assignment with next group.

The advantages of this model are clear. Learners benefit from working with media professionals in a 'realistic' production environment where each of the Production Directors utilizes clearly differentiated styles, knowledge and expertise. The combination and mix of levels of learners allows more experienced learners to take lead roles and greater responsibility, it promotes team working, skills exchange and support. The increase in the pace and pressure of work will require greater learner focus in order to meet challenging deadlines

Some clear lessons have been learned from the first half of the year which have led to amendments to the curriculum model. These include an acknowledgement that intensive skills development projects at the beginning of the course at all levels would provide learners with a stronger skills base. Separation of First Diploma from National Diploma learners to allow for more focused skills teaching at the different levels, however the new grouping will still undertake the same projects. A recognition that more than three weeks needs to be allocated to production projects. The difficulties of tracking the achievement and attainment of learners from different levels while they undertake the same project are being addressed through a number of Golden Hour events.

### Sustainability

The members of the project team are keenly aware of the challenges that need to be met to achieve sustainability. These include: a decrease in staffing (project manager and project technician), an increase in teaching hours for teaching staff, the danger that the culture is not fully embedded, keeping the physical resource up to date and maintained, developing outside links, developing integration with rest of college, SMT commitment to the project. Critical friend Mark Stiles has been asked attend and contribute to a project presentation with The College of West Anglia Senior Management Team following the next Steering Group meeting to discuss how the project can be fully embedded in College business plans and strategy. His experience of writing strategic plans for Tech

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Supported Learning aligned to University business plans at Staffordshire University will be invaluable to the project in this task.

### Curriculum & Support Technology

Project technical advisor Neil Stapleton has been working with the curriculum team every week on a Wednesday on what has become known as a 'Golden Hour'. The aim of which is for the staff to have an open hour during which they can focus on technology in support of teaching and assessment.

The main focus has been the use of technology for assessment and evidence of learning but has also spilled over into the management/tracking of assessment, feedback and other related challenges. There has been much discussion around the pros and cons of online learning and assessment and on how best to apply these techniques within the context of the current timetable and Springboard TV methodology.

#### Project 1

The first mini-project is to look at creating a mock exam for the AS Media Studies Key Media Concepts unit. In the exam candidates are shown an unseen moving media extract, this extract is screened a set number of times at set intervals, with instructions asking them to take notes or to refrain from note taking. The outcome is a written text which discussed key media concepts with reference to the screened footage. The team's traditional approach to preparing their learners for this type of exam has been to sit them in a room and deliver a mock version of this exam scenario. The technology solution is to develop a tool via our VLE which will simulate this and indeed other screening based exam scenarios and provide the opportunity for learners to practice at a time and place that suits them.

Work on this is progressing well and we expect to have a workable tool in place within a month.

#### Project 2

The second mini-project aims to show how our learning platform/VLE (LearningNet) can be used to manage the whole assessment process from delivery of the learning materials through to submission (and if needed re-submission) and feedback.

The chosen assignment/task was chosen for its relative simplicity, shortness and urgency. The brief is relatively straightforward as can be seen from this extract:

"Write a 1000 word report giving a brief history of editing and showing a knowledge of the Development, Principles, Techniques and Forms relating to the development and principles of film editing, using examples of scenes from films to achieve the stated criteria."

To achieve this a folder on LearningNet was created which contains everything that a learner requires to complete the assignment. This is clearly signposted and contains introductory text guiding the learner of exactly what they need to do and the approach that is being taken. There are also links to relevant research materials as well as video resources. Finally we have the assignment which through LearningNet's tool will allow us to track submission, feedback and grading.

Work on this is complete and the assignment has been presented to some learners, deadlines have been set-up and we await the first submission, which will trigger another element of the process, as Neil works with staff to manage the online feedback and grading process.

#### Mini-project 3

The final project is connected to the others and aims to look at how technology can help in the process of course management and the tracking process. The aim here is to look at how online tracking of all assessed work can be achieved and what benefits it can bring.

Working with the course director of the BETC National Diploma in Media (Television and Film), Neil has identified some of the challenges of tracking learners, where many lecturers are involved and varied approaches are being taken to the delivery of units and elements. Adding to this the challenge of the innovative approach that is being taken to timetabling and links with SpringboardTV, it has quickly become apparent that this is a large area. To address these challenges clear aims will need to be identified, work on this will be a focus on the upcoming media conference with a view to having a unified technology strategy in place for the next academic year.

The website

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The current SpringboardTV site was built internally with limited resource over a relatively short period of time, the logo and colour schemes were designed and chosen by the students but the look and feel was quite organic. There was a tight deadline in that web presence was required to coincide beginning of term year start September 2009.

The site was taken as far as it could using with the time and internal resource limitations available. Consequently the site is a not fully in line with project expectations and this provides the rational for the current work we are doing with external developers on the redesign.

The main elements the site lacks are control and usability, it is administered by way of a primitive cms which is not user friendly and is not inclusive – students cannot get involved in the upload and production process. Content is put onto the site and its arrangement is difficult to organize.

The site needs more flexibility, to add pages, pictures and banners. With this functionality other areas within the faculty and college in general could be involved in more suitable ways such as photographic galleries, graphical banners and news stories. Other elements, which may be considered in the upgrade - embedding, message boards and an improved commenting system.

The preferred set up for the site is an established 'off the shelf' CMS. This will keep the development cost down but more importantly the college will not be tied to any agency for costly support. After much research and consultation Wordpress was identified as the preferred CMS as it is well established, well supported, fully customizable, robust and there are excellent sites powered by the Wordpress CMS in the marketplace.

The new incarnation of SpringboardTV is in Design stage currently with a view to the site being live mid to late April.

### Supplementary technologies

The faculty has recently invested in 20 ZOOM cameras, these are an improvement on the flip cameras we already have as the audio capability is superior - they have a dual directional mic embedded within the device. The benefits of the ZOOM are already being realised within the department: meetings are being recorded where staff feel it useful and in some cases instead of blogging students are creating their own production podcasts.

## Section Six: Communication and Dissemination Activities

*Provide details of any activities or events which have involved liaison or collaboration outside the project consortium, including key project stakeholders. Attach or provide URLs for any appropriate dissemination or presentation materials.*

The Project Manager accompanied by a member of the project team attended the Next Generation Learning Conference 2010: "Time to innovate: Maximising value in Further Education and Skills" at the ICC, Birmingham on 9<sup>th</sup> March 2010 and gave a presentation regarding SpringboardTV and how it is being used at CWA. This consisted of an introduction to the channel, its aims and objectives, an explanation of the context in which the project was set up what has been achieved and what is continuing with the project. The presentation was followed by an interesting and stimulating plenary session. The feedback from conference delegates was very positive on the day and the College has requested access to any further written feedback collated on the day.

The Project Manager, accompanied by another member of the project team, attended the Learning and Teaching Practice Experts Group Meeting "Innovating Curriculum Design and Delivery" on 17<sup>th</sup> March 2010, Maple House, Birmingham as a part of the Curriculum Delivery cluster group dissemination. They were involved in giving a briefing on the project and answering questions from delegates. There was a keen level of interest and the delegates that visited the SpringboardTV stand were interested and supportive.

*Please also provide an update on your communication methods, including project blogs, twitter, YouTube etc. and discuss their effectiveness.*

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Twitter feed currently has 19 followers, useful for updating blog from location or from events. SpringboardTV Facebook page has 70 followers, excellent way of engaging students and alerting them to work experience opportunities and activities. The SpringboardTV.org blog, is a good way to disseminate and collate/build the project story.

*Discuss any strategies you have found useful for engaging stakeholders at this stage of the project.*

The Tricaster virtual studio has proved to be an excellent way to engage stakeholders. Depending on the event an activity can be designed using the Tricaster e.g. weather reporting or new broadcast and the output can be supplied for the stakeholder to take away and show peers.

*Outline any publicity the project received during the reporting period.*

The project activities have received positive press in local newspapers and radio. BBC Radio Norfolk broadcast a feature focusing on the SpringboardTV Vocal Point debate show where local politicians and members of the community came together for a live record multi camera shoot on the subject of immigration.

The regional newspaper the EDP ran a story on the channel launch, the studio refurbishment and rebranding of the department.

<http://www.edp24.co.uk/content/edp24/news/story.aspx?brand=EDPOnline&category=News&tBrand=EDPOnline&tCategory=xDefault&itemid=NOED02%20Dec%202009%2018%3A17%3A31%3A943>

Local newspaper Lynn News continues to support the project and work closely with the project team. Students work can be viewed on their website. <http://www.lynnnews.co.uk/>

### **Section Seven: Issues, Challenges and Opportunities**

*Review your original risk analysis and comment on any changes to the risk profile and how you are managing this. If any risks have become live issues affecting the project explain how you are dealing with them. Report on any other issues that did not stem from identified risks and explain how you are tackling them. For all identified issues or challenges detail what impact any issues may have on the achievement of project targets.*

The recent reorganisation of the college has meant that the faculty in which SpringboardTV resides has changed. In addition to Media, Performing and Visual Arts the faculty now includes Hair and Beauty therapies and Hospitality. These later curriculum areas are competency based, delivery staff have not been involved with the initial discussions, dissemination and target setting. Staff and learners in these curriculum areas have less experience of the process of complex productions.

The curriculum model has been amended in the light of a terms delivery (see section five). There is an active debate about how best to deliver a more intensive skills development for the learners new to their programs. Should the First Diploma students be involved in the hierarchical groups for the first term as they were this year, or should they be taught separately from the beginning of their programme? Decisions regarding these issues will be made during the early part of the final reporting period.

If the high student recruitment of the current year is replicated next year there will be a number of challenges to be faced. These will revolve about staffing and learner access to resources and will need to be addressed before the start of next academic year. Recruitment numbers are being monitored and are currently roughly in line with the number from last year as measured at (CHECK EBS FOR APPLICATION DATA} this could mean an XX% increase in learner numbers. Senior management are kept apprised if numbers so that additional resources can be allocated if applicable.

#### **IT and Technical Challenges**

The college firewall has caused some problems for the project in that at various times updates to the firmware have had a knock effect to our ability to update and administer the SpringboardTV site. From



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