



## Project Document Cover Sheet

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Project Information			
<b>Project Acronym</b>	MorSE		
<b>Project Title</b>	Mobilising Remote Student Engagement		
<b>Start Date</b>	1 <sup>st</sup> November 2008	<b>End Date</b>	31 <sup>st</sup> October 2010
<b>Lead Institution</b>	Kingston University		
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<b>Partner Institutions</b>	De Montfort University		
<b>Project Web URL</b>	http://morse.ac.uk		
<b>Programme Name (and number)</b>	<i>e-Learning Capital Programme (8/08)</i>		
<b>Programme Manager</b>	Lisa Gray		

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<b>Document Title</b>	<i>Interim Report 2</i>		
<b>Reporting Period</b>	<i>1<sup>st</sup> August 2009 – 28<sup>th</sup> February 2010</i>		
<b>Author(s) &amp; project role</b>	Dr Tim Linsey, Project Manager; Dr Richard Hall, DMU Project Lead.		
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Document History		
Version	Date	Comments

## Interim Reporting Template

**Project Name:** *Mobilising Remote Student Engagement (MoRSE)*

**Report compiled by:** *Dr Tim Linsey, Dr Richard Hall and Dr Ann Ooms*

**With contributions from:** *Project team members*

**Reporting period:** *September 2009 – February 2010*

### Section One: Summary

*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 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.*

A summary of the key project developments, deliverables and achievements are provided below:

#### Project dissemination events / presentations:

- The project lead led a JISC 'Elluminate Wednesdays' seminar (January 2010)
- Hall, R., George, P. and Linsey, T. (2009). Transforming curriculum delivery through technology. *4th JISC International Innovating e-Learning* online conference.
- Hall, R. and Linsey, T. (2010). Managing Curriculum Change: supporting remote learners. *8th JISC Conference*.
- Two papers accepted at the Geography, Earth and Environmental Sciences Subject Centre annual conference (July 2010).

#### Fieldtrips

- Isle of Wight Fieldtrip successfully completed with an evaluator present throughout the trip
- Preparatory session completed with Geography students in advance of two Easter field trips
- Appointment of four final year students as student mentors. These students attended the preparatory session plus additional an additional briefing session.
- Contact with the GEES subject centre was made through 2 project papers being accepted for the centre's annual conference
- First version of a personal technologies fieldtrip guide distributed to students. An online version is being further developed.
- Personal technology trials have been undertaken by the team including geo-referenced photography and mapping, streaming live video from the field, live tracking and geo-referenced micro-blogging.

#### Placements

- Student transition into placement and analysis of problems
- Configuring the relevant wiki and individual blogs with learning tasks for students
- Overcoming problems in getting the students reflecting using new technologies
- Overcoming issues of confidentiality with specific industrial partners
- UCPD to be approved by a fast-track route
- In-depth evaluation with 6 placement students
- Evaluation plan for industrial supervisors
- Internal dissemination at DMU employability and TEL conferences

### Section Two: Activities and Progress

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*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).*

### **To embed learning activities with KU students on fieldwork (WP7)**

Isle of Wight Field Trip run successfully 16-18<sup>th</sup> October 2009. The trip was attended by the project evaluator in addition to the field trip team and other staff from the School of Geography, Geology and the Environment. The use of a text messaging service ([www.txttools.co.uk](http://www.txttools.co.uk)) was formally integrated into the field trip activities. Students were provided with a telephone number that would be monitored by a staff member who would be able to respond in terms of help and guidance. Students were distributed over a wide geographical area and the use of this service allowed communication with a staff member based in a central location.

The project evaluator also observed students use of personal technologies while participating in learning activities. Questionnaire surveys were distributed at the beginning and of the trip.

Staff also participated in further trials of technologies during the trip. The following technologies were investigated:

- Geo-referenced photograph sharing using Flickr ([flickr.com](http://flickr.com)). Dedicated cameras / mobile integrated cameras are an extremely useful tool on fieldtrips for recording features and environments. These photographs can be saved and downloaded at a later date for analysis. However it is a straightforward task to publish these in near real-time using for example a Twitter linked photo application (e.g. [Twitpic](#), [Tweetphoto](#)) or via a dedicated photograph sharing site. This can be done with or without a dedicated application, though a dedicated application will tend to provide more options. In this case the [Flickr](#) mobile application was used providing the ability to upload photographs along with a geographical reference, description and keywords. This provides a powerful mechanism for sharing images in near real-time along with attached field notes. These notes can be further updated at a later time and can be commented on by others. [Photographs tagged with Morse and IoW taken on the trip](#). The 2 megapixel images took approximately 2-3 minutes to upload.
- Live video streaming (Qik.com). [Qik](#) was used allowing a live video stream to be fed to a website with the additional capability for text based interaction. Some success was achieved but with a significant lag in the video appearing on the website. This was probably due to the very variable signal strength / 3G signal in the field area. In one experiment a live video stream was taken of a particular section of the beach while the student group asked questions and made observations about coastal erosion. Due to the lag live interaction was not feasible on-site but it did provide a method for publishing video in near real-time.
- Micro-blogging (Twitter.com). Following on trials on the Malta 2009 fieldtrip mobile Twitter continues to be investigated with a particular focus on geo-referenced postings. Geo-referenced Twitter postings allow students to share near real-time field observations. The Twitter application [Ubertwitter](#) was trialled.
- Live tracking ([www.Instamapper.com](http://www.Instamapper.com)). The [Instamapper](#) mobile phone application broadcasts a geographical reference (in addition to altitude, speed and bearing) at a given time interval which can be fed to a public website. The track is also recorded and can be exported and displayed via Google maps. This facility has the potential on future trips to:
  - enable students back at the institution to access relevant resources / real-time databases / perform analyses relevant to the location and feedback to the field group

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- confirm sampling strategies / geographical gaps in data collection.

The following link (<http://www.instamapper.com/trk?key=2642287017959854978>) shows one of the tracks recorded on The Duver using a mobile phone with integrated GPS. The geographical reference and other data can be accessed by clicking on individual data points.

Subsequent to this trip other mobile tracking and recording applications have been investigated including Google Latitude (<http://www.google.co.uk/latitude/intro.html>) and My Tracks (<http://mytracks.appspot.com/>).

- Synchronous voice (Skype). Voice communication is of course is the most basic function of a mobile phone. However Mobile Skype was used to communicate with a member of staff centrally placed in the field trip hotel who was networked using locally provided WiFi. This worked effectively especially in combination with other tools such as mobile tracking. This also provided a further option for setting up conference calls between field groups.
- Voice recording. Many mobile phones have the ability to record audio which can be useful for recording audio field notes that can be downloaded and shared at a later date. There are also tools such as [Gabcast](#) that allow audio files to be recorded and published directly from a mobile. Other environments for sharing audio are being investigated (e.g. <http://www.houndbite.com/>).

The above information channels were published via single web page allowing potential participants to view the information from one location and additionally published within a VLE using RSS feeds and included scripts. Students would also have the option to integrate the various streams within their personal learning environment as they saw appropriate.

There is a balance to be achieved between dedicated personal technologies, specialist field devices and integrated mobile phones with battery life being a major factor.

Further tools continue to be evaluated in terms of their potential on field trips including Augmented Reality applications (e.g. Wikitude and Layar), mobile blogging applications and interfaces, and applications that can record bearing in addition to positional information (e.g. Compass from <http://snaptic.com>). An example of its use is provided: <https://snaptic.com/m/GYD9/BAARF4ldpCv>

### Preparatory activities

During the pilot field trips there was an indication that students were tending not to use their personal technologies unless prompted by staff. It was therefore decided to run preparatory exercises and briefings for students in advance of further trips. A session was run on the 19<sup>th</sup> March 2010 for all Geography degree students attending Easter fieldtrips to Spain and Malta. The 5 hour session consisted of:

- Presentation on field techniques and the use of the field notebook
- Overview on the potential of personal technologies on fieldtrips and how they might be used to enhance student contributions to learning activities.
- Field activity in the local area. Students were asked to complete transects through the town recording observations using both their field note books and personal technologies.
- Laboratory session and feedback. Students were provided with support in manipulating digital resources that they had captured.

Blog accounts on a University Wordpress server were established for every student including edit rights on two blogs formally linked with the Spain and Malta fieldtrips.

In addition every student was provided with a briefing document and further online support resources are being developed.

### Student mentors

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In addition to running preparatory activities it was considered that student mentors could also play a role in supporting students in their use of personal technologies on fieldtrips. Four final year students were appointed to attend the Malta and Spain field trips as student mentors. These student mentors participated in the preparatory exercises as well attended a further session to review their role and to receive further briefings.

### To embed learning activities with DMU students on placement (WP8)

The students all started their placement between July and September 2009. After considering a variety of mobile and web 2.0 technologies we took the decision to use tools available in our VLE (Blackboard). The main reason for this was to reassure the industrial partners about the security of the systems being used, and we considered that a community with restricted membership (the students, academic and other staff associated with the project, and industrial supervisors) on the University's secure Blackboard server offered the best solution. It also has the advantage that the students are familiar with the workings of Blackboard, although we have encouraged multimedia postings as well as traditional written ones.

Two main modes of communication have been established, a collaborative wiki open to all participants, and personal blogs which are accessible only by the individual student, the industrial supervisor, and the academic staff. A series of guided learning activities was devised with the aims of spreading information about the placement experience between the students already on placement (and eventually to be used by students in the year below who are looking to go on placement), and encouraging reflection by each individual on their own experience. Further details on the design of the learning activities have been posted to the MoRSE blog (<http://blogs.kingston.ac.uk/morse/2010/01/22/123/>). The original intention was to have a new set of activities every month, but the students' work commitments led to deadlines slipping, so the plan had been modified to bundle several sets of activities to be completed in a more open-ended fashion.

The MoRSE project is being used as a springboard to establish a University Certificate of Professional Development (UCPD) in Industrial Studies, initially just for this course but ultimately the model will be extended to other sandwich courses within the university. Approval has been granted for the UCPD to proceed to validation and the current placement students will be eligible for the award when they finish their placements

### 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.*

*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.*

Output	Details	Audience	Outputs in the current reporting period
Project blog	The project blog and associated web pages provides a publically accessible update on project developments and resources	Academic community (internal and external) including teaching staff and developers; JISC	Blog continues to be updated by the team.
Project bookmarks	Social bookmarks (diigo) to key resources relevant to the projects	Academic community (internal and external) including teaching staff	Bookmarks continue to be updated by the team.

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	aims and objects.	and developers; JISC	
Project Wiki	Wiki for making specific project outputs publically accessible including a review of current practice and a technology review.	Academic community (internal and external); JISC	This is on-hold until the dissemination strategy has been reviewed, in-line with the use of the WordPress blog.
Baseline report		Project team; Academic community; JISC.	Done.
Minimum of two multimedia briefing papers		Academic community (internal and external) including teaching staff, technical and resource developers and staff developers; Students; JISC	This will be undertaken as the evaluation data is analysed at the project is completed.
Minimum of two conference presentations		Academic community (internal and external); JISC	Done.
Technical developments and issues summary	Although specific technical developments are not planned as part of this project a summary of learner and tutor generated mash-ups that emerge will be produced. In addition the impact on learning activities of fragmentation in mobile device types, operating systems, functionality and data tariffs and providers will be addressed.	IT Departments	This will be undertaken as the evaluation data is analysed at the project is completed
Lessons learnt report		Academic community (internal and external) including teaching staff and developers; JISC	This will be undertaken as the evaluation data is analysed at the project is completed
Final Report		JISC; Academic community (internal and external) including teaching staff and developers; Placement mentors; Senior management; HE/FE	This will be undertaken as the evaluation data is analysed at the project is completed

		policy makers	
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#### 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.*

#### Impact of curriculum interventions (WP9)

Placement student evaluation has focused upon a mix of extended focus group activities with six participants, with thematic analysis of outcomes to follow, alongside thematic analysis of blog and wiki outputs. The thematic analysis will link to an emergent taxonomy for mapping affective and cognitive outcomes.

All the placement students have been visited at least once by their academic tutor and they, with the industrial supervisor, have discussed the impact of MoRSE on their placement. Most of the students returned to the University in the middle of January 2010 to take part in a discussion of their experiences of the placement and how it has been affected by MoRSE. Two short video interviews with them have been prepared and a full audio recording of the 90 minute meeting, and first impressions of the meeting have been blogged here:

<http://blogs.kingston.ac.uk/morse/2010/01/25/meeting-with-placement-students-initial-thoughts/>.

Further reflections on the first few months are here:

<http://blogs.kingston.ac.uk/morse/2010/01/25/initial-thoughts-about-morse-and-the-placement-experience/>.

The general reaction of the students has been very positive, and they all highly recommend the placement year. They found the concept of reflective writing difficult to pick up at first, but are now adapting to it and realise its value in enhancing their learning. They feel comfortable with the technology, as they are used to the VLE, and with sharing their experiences with other students. There have been some interesting discussions about who has access to the personal blogs: the students are happy that each other, and the academic staff, can see them, but less so for their industrial supervisors; while there is a counter view that the blog should be accessible to the student, the academic staff, and the student's industrial supervisor, but no one else. The latter opinion has prevailed because of potential confidentiality issues, and one company has not allowed its students to contribute to the shared wiki at all. The implementation of mobile technologies to support industrial placements will very much be influenced by the concerns of the industrial partners, and a survey has been devised to gauge the industrial supervisors' reactions to the MoRSE project so far.

The data from student, staff and placement supervisor interviews, alongside analyses of the student blogs, will be evaluated after Easter 2010, and presented on the project blog.

In terms of fieldtrips and related activities in the current reporting period:

1. Isle of Wight Field Trip– October 2009. A researcher attended the entire fieldtrip and observed the students use of personal technologies. In addition, interviews with students were conducted and videoed using Flip cameras. Students were also asked to complete a pencil-paper questionnaire about their use of technologies on this fieldtrip.

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2. Dubai – November 2009 (member of staff at an international conference engaging with students back at the University). An interview was conducted with the lecturer who attended the conference in Dubai. Students were asked to complete an online questionnaire.
3. Morocco Field Trip – January 2010. An interview was conducted with the lecturer.
4. Fieldtrip Preparatory workshops – March 2010. A researcher observed all sessions which were additionally recorded. The researcher along with an assistant joined student groups in field activities.

A researcher will attend the two further field trips, namely Almeria and Malta. She will observe the students use of personal technologies, conduct interviews with staff and focus groups with students. In addition, students will be asked to complete an online questionnaire.

A mixed-methods methodology continues to be used to address the following research questions:

- To what extent are students using personal and mobile technologies and web 2.0 tools to support their learning prior to the project?
- To what extent are lecturers using mobile technologies and web 2.0 tools to organize and run field trips prior to the project?
- To what extent can a range of mobile technologies and web 2.0 tools support student learning outside the physical boundaries of the university?
- To what extent can a range of mobile technologies and web 2.0 tools support student-student and student-tutor interaction outside the physical boundaries of the university?
- To what extent does this project impact on students' awareness of the potential technology has to support their learning?
- To what extent does that impact (see previous impact) upon teaching practices?
- To what extent are lecturers using personal mobile technologies and web 2.0 tools to organize and run field trips at the end of the project?

Data has been is and will be collected through questionnaires, reflective journals, focus groups and semi-structured interviews with academic staff and students. Tailored Design Method (Dillman, 2000) was used for questionnaire development and administration.

The key themes that are emerging from placement activities are:

1. Socially-focused
  - Engagement with structured interactions to overcome isolation
  - Engagement with structured interactions to maintain connection, especially with academic supervisors
  - Need for sharing of experiences between placement students, and those preparing for placement.
2. Curriculum-focused
  - Demands for ongoing feedback from tutors
  - The disruptive nature of reflective learning
  - The importance of a range of contact mechanisms, including face-to-face visits, being available
  - Developing approaches to theory-in-practice: future-proofing their skills; developing resilience; managing pressure; developing team-work; understanding business contexts
  - Managing project issues and taking responsibility in real-life
  - Emotive and affective development
  - Developing kinaesthetic/physical skills in labs
3. Technology-focused
  - Placement student use of technology correlates with the culture of use in academic support/industrial settings

For academic staff, the key themes focus, once again, upon:

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- Managing workloads for feedback, communication, reflective learning, portfolio assessment
- The importance of consolidating a range of contact mechanisms, including face-to-face visits
- The value of enhanced communication with students and supervisors in industry, in order to enhance the role of industrial supervisors

For industrial supervisors, the key themes focus, once again, upon:

- Support for implementing personal, private tools that are “low cost”, in terms of time and management.
- Negotiating recommended formats/structures for concise and positive outputs: for example, one setting requested a newsletter style output. These outputs should focus on impact, surprise, originality, and learning.
- Developing an understanding the curriculum and its delivery was critical.
- Risks were identified, in particular, the use of social tools that have no business benefit and confidentiality.

In terms of fieldtrips emerging themes include:

- Students are not readily using their personal technologies to support formal learning activities on fieldtrips unless prompted. This may however change as students progress through a course.
- Preparatory activities on personal technologies positively received by students
- Staff concern that personal technologies may compromise good fieldwork practices

### 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 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.*

- Defining a robust curriculum leading to a UCPD in Industrial Studies is enhancing motivation.
- The mix of private [blogging, multimedia] and public [wiki , multimedia] tasks and technologies, designed to support and demonstrate reflection on theory-in-practice, can prove tricky.
- Pre-placement/fieldwork tasks are key, and so current students are sharing outputs with prospective placement/fieldwork students and participating in formal preparatory activities
  - Tools to be used
  - Activities to be undertaken
  - Ground rules for collaboration
- The different start times of students on placements in different locations has practical implications for shared working.
- Contextualisation, and scaffolding the experience, is the key determinant of technologies to use.
- Input from industrial and academic supervisors in reflective activities needs to be revisited so that the former have more understanding of the academic process.
- Students have found keeping a reflective journal on a fieldtrip is challenging, especially alongside completing other assignments. A decision was made not to use reflective journals for data collection purposes but to schedule more focus groups and interviews during the field trips instead.

### 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.*

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

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

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

The project continues to use the Project blog and Twitter (#morse) for project communication and dissemination. There have been a number of posts to the MoRSE blog describing work in progress (see above). Workshops will be held at the DMU Technology-Enhanced Learning and Employability conferences in May and June to disseminate the experience to date of the project. Wider presentation of the project will occur after the end of the first year of placements, when final outcomes will have been evaluated.

The project led a session for JISC on Elluminate Wednesdays (Presentation and audio available via the project blog and at <https://sas.illuminate.com/mr.jnlp?suid=M.CCF6A4B32AF0E603053ED269292EB1>), and have also presented the following:

Hall, R., George, P. and Linsey, T. (2009). Transforming curriculum delivery through technology. *4th JISC International Innovating e-Learning* online conference.

Hall, R. and Linsey, T. (2010). Managing Curriculum Change: supporting remote learners. *8th JISC Conference*.

The project team has engaged with the Geography, Earth and Environmental Sciences Subject Centre (GEES) through two accepted papers at the GEES Learning and Teaching 2000 to 2020 10th Anniversary Conference, Plymouth, UK, this July:

- Downward, S., Linsey, T., and Ooms, A. Learning support by mobile technologies on GEES fieldwork.
- Field, K. And O'Brien, J. Deploying innovative mobile learning environments in the geosciences

The following short paper has been submitted to the Association of Learning Technology (ALT) annual conference in September:

- Linsey, T., Ooms, A, Downward, S, Field, K. and O'Brien, J. Mobilising Remote Student Engagement on Field Trips

An HE Academy seminar is being run on "Improving Assessment and Feedback Practices in a Technology-Enhanced Teaching and Learning Environment: Theory and Practice" ([http://www.heacademy.ac.uk/events/detail/2010/jointevents/19.05.10\\_Kingston\\_assessment\\_Seminar](http://www.heacademy.ac.uk/events/detail/2010/jointevents/19.05.10_Kingston_assessment_Seminar)). This will include findings from the MoRSE project. (19<sup>th</sup> May 2010)

The project team were approached by a geographer from another HE institution to discuss the potential of streaming live video from the field. Experiences were exchanged and contact will be maintained.

### **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.*

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*Report on any unexpected opportunities, positive outcomes and successes arising from changes to the plan and new opportunities.*

### Risk analysis developments

Organisation 1: key staff leave KU or DMU – KU Project evaluator has taken up a new post. Negotiated with the new employer and member of staff and to continue to participate in the project.

### Adjustment to the Plan

A decision was taken following the pilot fieldtrips to appoint student mentors to support students and their use of personal technologies in the field. Four mentors were appointed who have now been inducted and will attend the Spain and Malta field trips over the Easter period. The engagement with the mentors has been positive to date, especially in terms of engaging with the preparatory workshops.

### Feedback from the preparatory fieldtrip workshops.

Some initial suggestions from students were to run the sessions earlier in the course. A further student who attended the workshops as a 'guest' from another School asked whether the resources could be made available to all students. The possibility of integrating these resources with the KU Student online skills space (open to all students) is being investigated.

### New MSc Programme.

Discussions are taking place with a member of staff external to the project team about integrating outcomes of the project into a new MSc programme. As part of the design process the new programme will recognise the potential role of students personal technologies and how they can be integrated into learning activities.

## **Section Eight: Collaboration and Support**

*Briefly summarise contact with the programme manager, critical friends and support team, formal or informal links with other projects, programme-related activities, and ways in which you have been able to influence the development of the programme.*

Representatives of the project have participated in the following events:

- Agreed to participate/present in a CETIS Mobile technologies event being organised for June 2010.
- JISC Learning and Teaching Practice Experts Group – Poster presentation (March 2010)
- JISC 'Elluminate Wednesdays' online seminar presented (January 2010)
- Cluster Meeting with critical friend at Lewisham College (December 2009)
- Participation with Kingston College at the JISC Online Conference. Session chaired by our critical friend. (November 2009)
- Represented on the steering group for the Kingston College KUBE project and St Georges, University of London G4 project.
- Conference call with the JISC team following up on the previous Interim report (November 2009)
- Participation in the Curriculum Design and Delivery programmes meeting in Manchester (October 2009)

Our engagement with the critical friend and cluster has been positive and the events we have attended have been worthwhile.

*Do you have any specific needs, requests or suggestions for support?*

*How have you found the process of working with your critical friend and Cluster? Please highlight what has worked well and what hasn't worked as well, and any recommendations for how to improve the process.*

