

## Interim Reporting Template

<b>Project Name</b>	SpringboardTV - The College of West Anglia
<b>Report compiled by</b>	Jeff Holmes
<b>With contributions from</b>	Ben Jackson (Project Manager), Jayne Walpole (Curriculum Integration), Neil Stapleton (Technical Lead)
<b>Reporting period</b>	Project start - August 2009

### Section One: Summary

#### *Overview*

The project has been launched with all of the identified stakeholders. Learners, teaching and support staff in the media area have all been actively engaged in the development of the project and have helped shaped it's early progress. An example of this has been the key role learners have played in developing the name, logo and the general look and feel of the channel. Learners and teaching and support staff in the Faculty in which media resides have also been introduced to the project, its aims and impact on them and their learners. Designs for logos and station identity were produced by learners following a graphics course based on a brief provided by the PIG.

Investigations have been made to determine the most appropriate equipment. This equipment has been trialled and where suitable, purchased. The multi-camera TV studio is now operational. The studio has been made available to facilitate project work undertaken by media learners. Similarly the Tricaster Virtual Studio equipment purchased for the project has been used on location in a multi camera live event manned and controlled by learners. The opportunity to use both the multi-camera studio and the virtual studio has had a clear impact on existing learners and has engendered in them considerable enthusiasm toward the project as a whole. The website is in development and support technologies have been identified and tested for suitability.

Questionnaires, focus groups and interviews conducted and captured on video have been used to produce a baseline evaluation of learners' perceptions. These results have been analysed and presented to the curriculum team. A new integrated curriculum has been developed. Detailed curriculum planning has taken place. A new delivery model has been designed which will provide learners with a more realistic experience of the media work-place.

Delivery and support staff in media have undergone training sessions on new technologies and production and broadcast techniques. More are scheduled for the wider audience of teaching and support staff in the Faculty.

The project has already engaged in multiple dissemination opportunities and will continue to look for opportunities to do so.

### Section Two: Activities and Progress

#### *Report on activities in support of project objectives for the reporting period.*

See attached workpackage review document (appendix A)

*Briefly explain any changes to the overall approach outlined in the project plan. Note any changes to the project team, aims, objectives, technical approach, workpackages, deliverables, milestones or the Project Steering Group. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).*

There have been no changes to the overall approach outlined in the project plan.

### Section Three: Outputs and Deliverables

*What outputs are you expecting to arise from the project? Specify the audiences your expected outputs will be for. (Note: you should have received a mapping tool to help you specify these).*

*This should include a short paragraph summarizing expected technical outputs/system integrations etc.*

- 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 shelf.

*What outputs, if any, have you produced in this reporting period? Include any outputs, including interim and work in progress, that you have shared with other projects e.g. via the Circle site or workshops. Are there any other outputs you would like to share at this time? Please describe, provide URLs or attached documents etc*

**Student questionnaire analysis:** Learners were questioned on their perceptions of current teaching and learning practices, their expectations of a more integrated model, their current media consumption and digital habits and how these might alter with the advent of the new delivery model.

**Video interviews with cluster group members:** Reflections and views from cluster group members around the Springboard project progress conducted on College of West Anglia CAMEL day.

**Images of studio set up:** Before and after shots of the multi-camera television studio in operation.

**Project website:** [www.springboardtv.org](http://www.springboardtv.org) featuring the project blog, twitter feed, member profiles, audio resources and website preview.

### Section Four: Outcomes and Lessons Learned

## Transforming Curriculum Delivery through Technology Programme

*What key messages have arisen from your baselining process that might be of interest to the wider sector? Please tell us:*

- *What you now consider to be the key problem(s) or challenge(s) in curriculum delivery within your department(s) / institution?*

The base lining has produced two linked key issues:

- Motivation
- Technical skills

**Motivation** Learners recognised that their own and their peer's motivation was often poor. This perception was evidenced by learner's poor attendance, inadequate time management, inability to meet deadlines, incomplete projects and careless work. Learners identified various reasons for this poor motivation. These were, a lack of interest in some of the projects undertaken, insufficient opportunities to present work to a wider audience, unrealistic expectations of what can be achieved, poor understanding of the time requirements of projects and their to meet these requirements, a mid year lull in enthusiasm and poor attendance.

**Technical skills** Learners identified that they had insufficient understanding of and ability to use complex technical skills.

- *How your project will enhance curriculum delivery and/or address the problem(s) within your department(s) / institution in light of your baseline activities?*

These issues will be dealt with using a variety strategies:

The introduction of two vertically integrated 'project groups'. Those learners with more experience in this specific area of the media will be required to take on more complex roles. They will also take on a greater responsibility within the projects. Emphasis will be placed on developing a team ethos in each of the groups, this along side the rotation between different members of staff will facilitate a healthy sense of competition. It is envisaged that this will lead to an additional peer pressure on learner attendance. Attendance will also be rigorously monitored and followed up.

Shorter, time bound projects. Initially projects will be of three week duration. These shorter initial projects will lead to a faster turn around. They will also allow for a greater variety of projects to be undertaken. The 'project groups' will know from the start of any given project what the duration will be. This knowledge will be used during the pre-production phase of the project to inform what can be done and when it needs to be done by. Project Groups will also know that they are moving on to a new project on a given date. The shorter time-scale of the projects will be offset by a more tightly structured delivery pattern and more hours in a week dedicated to practical work.

A greater emphasis on the acquisition of complex technical skills such as camera work, editing, use of graphics and titles through a series of technical skills workshop.

Enhanced resourcing through the use of the multi camera and virtual studios.

Weekly blocks of time have been time-tabled with smaller groups to undertake work experience with "Springboard TV". During this time learners will be commissioned to produce additional content for the channel. It will also provide learners with the opportunity to plan, pitch and produce media products of their own choosing.

More opportunities for the presentation of work to a wider audience will be provided by putting completed work on the Internet. Feedback on the work will be encouraged. The attendant blog will provide learners with increased opportunities to reflect on feedback from the general public and their peers as well as providing portfolio evidence.

- *What measures you will use to assess the impact of enhanced curriculum delivery on the range of stakeholders in your department(s) / institution, and what sources of data will be used to evidence the changes? What evidence have you collected so far?*

Use will be made of both quantitative and qualitative data to assess the impact of Springboard TV on the learners.

An analysis of key indicators will be made using data from 08-09 as the baseline, the initial comparison will be with applications for 09-10 and 10-11. Levels of learner satisfaction will be sought through the medium of a QDP survey, in addition to the comparison with 08-09 data this will be measured against levels of satisfaction of other learners across the college. The number of learners who are retained on their programme will be monitored throughout the year and a comparison made at the end of the programme with previous years. The numbers achieving their programme as well as the levels of attainment will be analysed. An analysis of those who progress to higher level courses and the institutions they go to.

Qualitative data will be collected from interviews of learners, staff and other stakeholders, personal statements by learners, the blog, feedback from web-site visitors.

*Outline any emerging outcomes or lessons that have been learned during this reporting period that could be passed on to other projects Please identify those that could be passed on to other projects, and those that are confidential and require further discussion as to how they could be used to help others. Also outline any new ideas or opportunities that have emerged.*

Empirical evidence from a CAMEL meeting and JISC events suggests that with some projects there is a common theme around the difficulty of introducing and embedding projects into the curriculum and with the delivery staff. The engagement of core delivery and support staff in the Springboard TV project at an early stage has led to a shared sense of ownership and a good understanding of the objectives of the project. Three curriculum development days and regular project implementation meetings involving learning support staff, curriculum managers, technical staff and faculty teaching staff all contributed to this; however it is too early in the project to draw firm conclusions about specific outcomes.

## Section Five: Communications 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.*

Staff involved in The Springboard TV project have attended or hosted a variety of initial advice and guidance events throughout the region:

- Bircham Newton Careers Day 30/01
- Open day at Isle Campus 28/02
- Open day at King's Lynn Campus 07/03
- The Big Event Thomas Clarkson 17/03
- The Big Event Neale Wade 24/03
- Media Workshops with learners from Methwold High School 03/07

In addition project staff have engaged in various events designed to show-case the technology and the project and to explore ways in which it can benefit a wider group of learners from the college.

The Tricaster System has played a central part in these events and visiting pupils and existing learners were invited to use the virtual studio to present on camera. A great many showed a keen interest. Excellent feedback was received from the event organisers in all cases.

The project hosted a CAMEL Cluster meeting on the 7<sup>th</sup> and 8<sup>th</sup> May at the College of West Anglia, attended by representatives from Delivery Cluster B - Lewisham College, Kingston University, De Montfort University and Kingston College. Also in attendance were Zak Mensah and Steve Hull from JISC Digital Media. The session was chaired by Andrew Comrie.

The event included two formal discussion sessions. The first centred on technical Issues with video hosting, streaming and downloading to mobile technologies. The second covered changing delivery methods. There was much commonality between the Cluster Group projects on both of these topics and SpringboardTV has since engaged with De Montfort University to continue much of the discussion in more specific terms. The day began with a tour of the newly refurbished studio including a full working demonstration of the Tricaster Virtual Studio. Project teams were invited into the studio where Andrew Comrie interviewed them on camera about their expectations of the day and their feelings on the technologies showcased in the tour. The video output from these sessions can be viewed on [www.springboardtv.org](http://www.springboardtv.org)

Staff from SpringboardTV designed and delivered a workshop at the BECTA's Eastern Region's ninth e-Fair on 3rd July 2009. The workshop included an overview of the project, achievements to date, an overview of the technology followed by Q & A and then the opportunity hands on with the technology. Gerard Hayes manager of JISC Regional Support Centre-Eastern hailed the session as a success and feedback from attendees on the day was positive.

SpringboardTV hosted the inaugural 'Oscars Night' for learners undertaking media programmes at the college. The event was held at the King's Lynn Art Centre and well attended by learners, parents and staff. The evening was a great success with 10 awards presented during the event. It was covered by the local press and the Lynn News ran a picture feature in a subsequent edition.

## Section Six: Evaluation

## Transforming Curriculum Delivery through Technology Programme

*Provide brief details of progress to date in terms of the development and implementation of the project evaluation plan, including what you feel has worked, what has not, and any aspects you have changed.*

During this reporting period an initial baseline evaluation session with the media cohort took place. This included a questionnaire answered by 38 students over 4 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 existing approaches to teaching and learning, preferred learning styles, perceptions about the proposed project and the learners own media consumption habits.

Two filmed focus groups have taken place with approximately 8 learners in each. In addition, one on one video interviews with students have also been conducted.

In addition to the issues of motivation and technical skills (see section 4) what has emerged is a basic understanding of the projects and a real appetite for what they perceive as the benefits. The learners are clearly excited about this new way of learning. There has been some caution shown by individuals in the cohort in regards to additional workload caused by SpringboardTV projects. This was alluded to by some learners through the questionnaire, responses to which are summarised in Appendix B.

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

Baseline to be established with new learners about their expectations of their new course. This will be achieved through a survey and interviews with focus groups during induction week. A further survey will be undertaken during a review week at the end of the first term. In keeping with the medium within which the project is set, individuals will also be required to respond to three key questions in a Big Brother type diary room.

Three learners will be selected to be case studies. These learners will be identified by the project team.

All learners will be required to undertake an evaluation of each project upon it's completion through a blog (Appendix C). This will include projects that learners complete during their time-tabled project days as well as those completed whilst undertaking work experience with SpringboardTV. Teaching and support staff as well as those working directly with the project will also be encouraged to produce an evaluative blog upon the completion of each project.

A comparative analysis of application and starter numbers between 09-10 and 08-09 will be made as an indicator of the success of the project on recruitment.

A further comparative analysis of the number of learners retained at the end of the first term will be undertaken to provide indicative evidence of the impact of SpringboardTV on retention.

Levels of student satisfaction will be measured through the questionnaires, the blogs, the filmed interviews and the material generated in the Diary Room.

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

## Transforming Curriculum Delivery through Technology Programme

*Report on issues or problems that are impacting on the development and implementation of the project. Detail what impact any issues may have on the achievement of project targets, and set out how you plan to tackle these issues. Report on any unexpected project achievements.*

*What strategies have you found useful for engaging stakeholders at this stage of the project?*

### Use of institutional IT infrastructure

After meetings between project staff and the College of West Anglia's IT service providers it was decided to use newly allocated and centrally maintained existing servers rather than look for an off the shelf storage facility for the project. New facilities are clearly a safe solution for storage of end product work but it has the inherent problem of the network connection not being fast enough for video to be streamed directly for edit. Work will be held locally on a combination of storage devices and backed up to the colleges server systems for safe keeping. We will review this solution on delivery and report.

### Steering group roles

There were some initial concerns around potential blurring of roles. Steering group member Eric St John Foti is from the All Saints Trust and this group are creating their own internet TV channel. SpringboardTV and the All Saints Trust have sought to clarify the situation by defining the boundaries of the Springboard project in relation to the All Saints Trust. This agreement was presented at a steering group meeting and was accepted by all members. This has been minuted.

An initial difficulty encountered was in securing enough quality development time with media teaching and support staff. This was countered by releasing delivery staff from their teaching for discrete blocks of time to allow them to focus on the project and their involvement in it. Whilst this did impede project development initially it has not affected project targets or deliverables.

A substantial challenge was presented by some delivery staff's unfamiliarity with the new technologies that will be utilised in the project (Tricaster virtual studio, solid state cameras, Final Cut Pro) as well as their lack of expertise with the peripheral technologies that will be integrated into the general culture of the media area through the project (blogging, nano blogging, flip cams, online portfolios).

To meet the need for understanding and familiarity with the new technologies a week long programme was designed, the outcome of which was make a programme in a week. This programme encapsulated all of the elements of production work that will be used within the project. A secondary aim of the programme was to increase the project sustainability through familiarisation of other staff with the project. With this in mind the programme was open to all staff in the faculty, 50% of the participants were made up of staff from outside the media area.

To provide a greater understanding of the peripheral technologies to be used, a days programme was designed specifically for media staff. In addition to project staff specialist ILT expertise was utilised in the demonstration and delivery of the technologies. Team members are being encouraged to blog their reflections on all aspects of the SpringboardTV project.

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

## Transforming Curriculum Delivery through Technology Programme

*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.*

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

*Do you have any suggestions for how we could make use of the face-to-face time available at programme meetings? For example:*

- Would you be interested in using the time in small groups, working around specific themes?*
- Would you be interested in using the time to hear from external experts on specific themes?*
- Would you be interested in using the time for presentations from projects?*
- Other...?*

*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.*

Members of the project team are in active and frequent discussion with members of other projects that are dealing with similar operational and technical issues. These have included how best to store video files and then make them accessible to other institutions. These issues were also addressed at a recent cluster meeting at the College of West Anglia supported by others within the cluster group and the JISC technical staff. Discussions at the cluster meeting also took place around video content, learning materials and the IPR issues attached to these.

The project team sought assistance from JISC legal on subjects around web statements and copyright. Unfortunately our initial communication was not answered until some weeks later. In spite of the delay the response was useful.

Critical friend Andrew Comrie has provided excellent support and shown empathetic understanding of the challenges facing the project especially in the area of curriculum integration. His involvement in the project is very welcome and his guidance useful.

### **Section Nine: Financial Statement**

*In this section you should detail the expenditure of the project so far. Against the budget headings you should set out the expenditure for the reporting period, noting any significant over/under spend giving reasons for this. You should also state the total expenditure to date against each budget heading. The table below is designed to help this reporting process. Additional budget headings may be added to fit an individual project's budget. Projects may find it more appropriate to use a spreadsheet to report financial information.*

**Checklist:**

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: [www.jisc.ac.uk/curriculumdelivery](http://www.jisc.ac.uk/curriculumdelivery)
- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- Identify and name any areas within this report that you'd like removed before the report is made public (\*see below)

**\*Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.