

# CASE STUDY

## HARLOW COLLEGE

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Applying the successful Kube  
model to 16 – 19 study  
programmes

Vocational Business – Online  
self-access to resources

**PROJECT LEAD**

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Commissioned and funded by

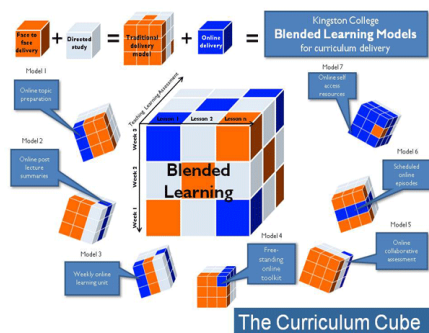
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## 1. BRIEF OVERVIEW OF CASE STUDY

Charlotte and Karen are responsible for teaching Business at Level 3 in a 1-1 device environment using i pads and mobile phones. They have used a range of apps that support blended learning and would benefit anyone looking for more flexible approaches to teaching, learning and assessment and online as part of the flipped classroom approach.



## 2. WHO COULD BENEFIT FROM THIS CASE STUDY AND WHY

- Teaching staff in general and specifically in the vocational area that are unfamiliar with using apps and the increasing range of online tools.
- Curriculum managers who are planning to introduce blended learning model as way of delivering their programmes of study into their areas.
- Anyone wanting to understand the impact of a blended learning approach how mobile devices can be used to assist this.
- Staff development managers to help plan and implement device deployment and use amongst staff.

Kube Model developed by Kingston College as part of JISC project in 2008 – 10. For more information about this model see:

<http://jiscdesignstudio.pbworks.com/w/page/24176105/KUBE%20Project>

A clearer picture can be seen on the project PowerPoint entitled Kube Model Updated.

## 3. ABOUT HARLOW COLLEGE

4. Harlow College is a successful provider of post 16 education with a good reputation in the sector for its value added and academic record. The College welcomes collaboration with

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#### Kube Model Harlow College

Up to 30% guided learning hours delivered online



#### METHODS

All support resources and activities undertaken online

Self-access model to online resources

Occasional face-to-face surgery sessions

Scheme of work separated into face-to-face and online elements

#### TOOLS

Study space –  
Blendspace; Showbie  
Online Quizzes –  
Socrative  
Online ILP – Socrative  
Blogs - weebly

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other providers and has worked in partnership with Kingston College on the Learning Futures project. The use of digital technologies is one of the College's key drivers as is seen by its recent adoption of iPads college-wide and development of an i-zone as a showcase for innovation.

### 5. WHAT WE SET OUT TO DO AND WHY

Vocational Business were given an opportunity to lead the way in deploying iPads and to experiment with using digital technologies to support the blended learning model. Led by the Assistant Academy Manager, Charlotte Creagh, the team set out to make learning on the Business courses more active learning. The challenge was to:

- Transform how the staff got students to use technology to encourage learners to engage with multimedia forms and to encourage options for assessment that are to just word or paper based.
- Make teaching, learning and assessment interactive, collaborative, project based, self-directed, and independent and much less "chalk and talk".
- Take a step back as teachers from taking the lead in driving forward every task in the session to allowing the learners ownership and responsibility over self-paced and independent learning with the support of digital technologies.

As part of our blended learning approach Blendspace and Weebly were used to support the distance learning of a whole

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unit of study. Socrative and Showbie was used to improve monitoring of the activities undertaken by the learners in another unit the most difficult challenge in particular to monitor the unit that was all self-directed and distant learning.

The Kube project developed by Kingston College with JISC aimed *“to develop and evaluate models of good practice in using technology to transform teaching, learning and assessment in higher-level business education.”* (George 2009) Seven models were devised representing the blend of traditional face-to-face teaching and online learning methodologies using a range of technology tools, including the Xerte online authoring tool, podcasts and Moodle. These models provided a basis for the Harlow College Learning Futures project. A key feature of the model that has been developed for this course is the range of reliable pedagogic online tools now available, supported by the rapid growth in mobile devices, notably iPads. For the Vocational Business course this created an opportunity to explore the value of the tools noted above for blended learning.

George, P., 2009. Kube project plan. London: JISC/Kingston College.

### 6. EVIDENCE OF IMPACT

Focus groups carried out for the project found that learners were mostly positive to have access to the devices and e-learning - [https://www.youtube.com/watch?v=VfQaHaW\\_UYQ](https://www.youtube.com/watch?v=VfQaHaW_UYQ) but that they were critical of the potential for “app-overload” - [https://www.youtube.com/watch?v=tKIX\\_TdfQIo](https://www.youtube.com/watch?v=tKIX_TdfQIo).

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“I think it has been really good how we always have access outside of the class and the video tutorials were good” -*Amy Butterfield*

“Using technology to do work, it will help to go into the working world”- *Nishall Garala*

## 7. LESSONS LEARNED

What has worked well?

- Greater freedom to try something new using the devices and tools interactively in class, particularly through *Blendspace*, *Nearpod* and *Showbie*.
- Learners were able to access learning resources anywhere, anytime using *Blendspace*.
- Learners were able to access support video tutorials and support materials anywhere any time via *Blendspace*.
- Encouraged and developed learners to be self-autonomous in their learning and students led on support workshops for the unit offering technical support with digital skills for other learners.
- Developed their digital skills by using online portfolio blog using *Weebly* (See student example)
- Improved tracking and monitoring of learner progress through target-setting and social interactions using online tools and apps, notably *Socrative* and *Showbie*.

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- Video tutorial and screen casts of how to guides for the tasks and assignment break down helped to support with the distance learning approach to the unit. It helped to support the success of self-directed learning.
- Overall the experience was empowering and re-energising professionally for staff through the integration of tools and use of devices which was previously unavailable.

### What to avoid?

- Trying to use everything at once in such a short-period of time which led to complaints of “app-overload”.

### Future plans?

- Improved planning for the roll out and implementation of blended learning across the course.
- Picking fewer apps and only changing applications when changing units at the beginning of a term.

## 8. TOP TIPS FOR SUCCESSFUL IMPLEMENTATION

- Infrastructure – the network must be able to supply the wireless strength needed for all devices to operate effectively.
- Training for staff – staff need to be confident in their use of devices and apps before the students start using them

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including on-going training and support from digital champions among the staff.

- Support from the IT staff – there needs to be a dedicated team member from IT who can support students and staff with the hardware and downloading of apps, particularly where there are network restrictions in operation.

## 9. SUPPORTING RESOURCES

Teaching Learning and Support Materials- Vocational Business Unit 15:

<https://www.blendspace.com/lessons/iFyiDighqYZQEQ/edit>

<https://www.blendspace.com/lessons/A7YX5iziKC3R1q/edit>

<https://www.blendspace.com/lessons/exT7nUpV8tc8vg/edit>

Student Online Portfolios.:

<http://nishallgarala.weebly.com>

<http://carriestevensbusiness.weebly.com>

<http://harrygreen.weebly.com>

## 10. CONTACT DETAILS

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