

CASE STUDY

HARLOW COLLEGE

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Applying the successful Kube
model to 16 – 19 study
programmes

Online Portfolio and Tracking

PROJECT LEAD

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Commissioned and funded by

The
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Online portfolio and tracking – Music Video Production BTEC Level 3 in Creative Media Production

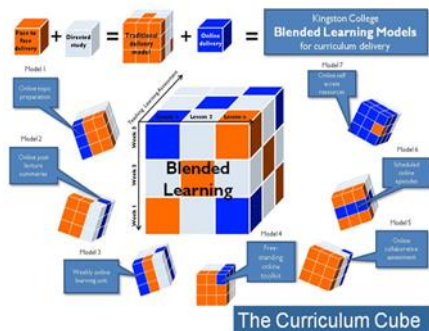
1. BRIEF OVERVIEW OF CASE STUDY

Delta, who teaches creative media, started using Padlet to explore a different way of capturing online portfolio to show evidence of learning and assessment and provide easy access to upload videos and images for presenting information. It has helped improve learner engagement, enabling students to access their portfolio on mobile devices anytime, anywhere and provides a showcase of their work for potential employers.

2. WHO COULD BENEFIT FROM THIS CASE STUDY AND WHY

The case study will benefit:

- Teaching staff in vocational areas needing to easily access learners work, make swift assessments and provide speedy feedback and keep track of learner's progress without having to laboriously work through paper-based portfolios.
- Exam boards and quality managers by facilitating EV and assessor reports by providing evidence of learning which is secure, stored online and offers savings on postage and overcoming potential loss in transit.
- Employers who can easily see students' portfolios of work and evidence of achievement and skills.



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>

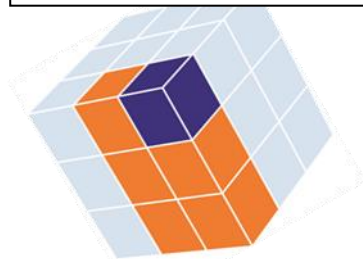
A clearer picture can be seen on the project PowerPoint entitled Kube Model Updated.

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Kube Model Harlow College

Up to 10% guided learning hours delivered online



METHODS

Unit tailored to online portfolio. Learners upload video content to support written work

Assessor can track learners work anywhere anytime from mobile devices

Practical/technical sessions recorded and accessed online via QR codes

TOOLS

Study space – Padlet
Accessing information – QR Codes
Online video – YouTube
Screencasts – Quick Player

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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 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.

<http://www.harlow-college.ac.uk/>

5. WHAT WE SET OUT TO DO AND WHY

The challenge was to support a blended learning approach and take a step back from face-to-face teaching and learning, linked particularly to studying in an open-plan learning environment where the emphasis is on flexibility, individualised learning and project-based work. The challenge was to prove that this type of learning environment can work by allowing learners to adopt more flexible working methods in a setting that matches that of the media industry. Sharing best practice is subliminal and facilitates collaboration amongst specialisms, e.g. journalism students working with photography students. Staff and learners are encouraged to think outside the box and be able to recognise employment and learning options. As well providing evidence of collaborative and online learning, the use of Padlet has also enabled us to capture and share this journey. Other organisations can see evidence of this in operation by visiting the centre, talking to staff and learners and also by being able

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to see how Padlet documents this through scanning QR codes displayed around the area. Observation of the learning environment is the best way to absorb how it works and how this, together with Padlet, provides a context for this particular approach to blended 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 Vocational Media and Journalism this enabled us to model a version of blended learning that illustrated our individualized approach with Padlet as the principle tool supported by QR codes, YouTube and Screencasts. The learners were empowered to use these tools for themselves.

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

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6. EVIDENCE OF IMPACT

What difference has this made to staff, learners and (where appropriate) employers. Support your comments with quantitative and qualitative data.

“I find it a lot easier to use my iPad at home to access Padlet because I can import images to Padlet that are saved on my iPad. I think e-learning is the best thing that has ever happened to me because with Padlet, the amount of work we had to cover, and it was all online, and it saved me.” Donald, Second Year Media Student.

Assessor reports

Results – 30% increase of learners achieving distinction grades for the unit 29 Music Video compared to last year.

Learners enjoyed maths in the unit – lesson observation and student responses from this – all using technology

YouTube clips seen on Padlet – uploaded instantly

Improve value added

Learner retention and achievement – quality of work – online portfolio for employment and university

7. LESSONS LEARNED

What has worked well?

- Improved attendance
- Learners able to access lessons and resources if not in class

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- Anytime, anywhere access to online portfolio with timely feedback
- Collaborative learning and working promoted by learning environment and use of Padlet
- Facilitates collaboration across different disciplines both within media and also elsewhere, e.g. music for this unit.

What to avoid?

- Overlooking colleagues' lack of engagement with e-learning - not all team members were fully engaged with e-learning methodologies.

Future Plans?

- More sharing of best practice within the team to ensure a fuller adoption of blended learning model, particularly the use of lecture capture;
- Sharing the model with other organisations, allowing a full demonstration of the value of using Padlet as well as highlighting the radical change in the learning environment.

8. TOP TIPS FOR SUCCESSFUL IMPLEMENTATION

Identify three critical factors that an organisation would need to address in order to successfully replicate this practice.

- Collaborative approaches to teaching and learning at practitioner level – sharing good practice with other teams and colleagues, e.g. music students composing music for

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production teams in media videos with evidence captured on Padlets which were also used for digital post-it notes.

- College leaders should recognise the benefits of flexible and collaborative working in their organisations and how this can facilitate innovative approaches and risk-taking which can lead to learners better prepared for the work-place.
- The need to build confidence to enable learners to work away from the classroom environment which includes placing more trust in learners to work independently.

9. SUPPORTING RESOURCES

List supporting resources (if any). Include a brief summary of each.

- QR codes for examples of use of Padlet
- Video of learners response to the journey –
<https://www.youtube.com/watch?v=HazpraNpfNY>
<https://www.youtube.com/watch?t=79&v=Az4eJerq8Qs>
- Evidence of open plan

10. CONTACT DETAILS

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