



## HARLOW COLLEGE

## KINGSTON COLLEGE

### Applying the successful Kube model to 16 – 19

### Apprenticeship & Study programmes

#### PROJECT LEAD

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The  
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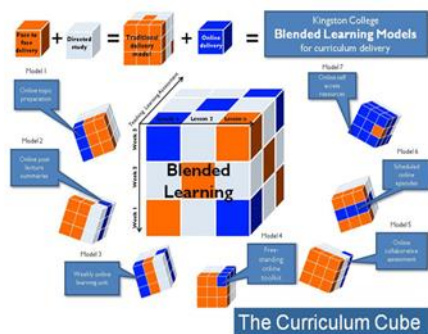
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# CASE STUDY

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### 1. BRIEF OVERVIEW OF CASE STUDY



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.

Eireann, who teaches NVQ Hairdressing, started using 'Screen Capturing' tools to explore ways to give instant student feedback. Hairdressing Apprentices could see onscreen how their performance in all the different elements needed for their framework, drawing together many different systems, contributed to their progress review, and promptly shared with their employer. Freely available screencasting tools, like the 'Jing' tool used in this project, enable a tutor or student to record themselves speaking alongside what they see on their computer screen. The student can later play, pause and repeat the information, for example: to understand an assignment brief and mark scheme being explained; follow a weakness in their assignment being corrected through an example worked by their tutor; review progress across their framework; or go on to record an explanation of their work for their portfolio.

Eireann also explored using Xerte for staff training. This tool was easy for non-technical staff to create good e-learning resources opening up opportunities for new types of learning (e.g. distance learning or blended learning).

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

The case study will benefit:

- ❖ learner's experience of written feedback-extending the opportunities of face to face feedback

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### Kube Model Kingston College

Up to 50% guided learning hours delivered online



#### METHODS

##### Learning Units

Students required to review unit/module material using interactive learning objects.

Formative assessment completed online.

Feedback on assessments, progress and performance.

#### TOOLS

Study space –  
Blendspace, Moodle,  
Xerte  
Online ILP/reflection -  
Jing

- ❖ the impact on learning through increasing learner independence
- ❖ teachers- continuous professional development opportunities are increased by using Moodle as a platform to deliver online Xerte units

### 3. ABOUT KINGSTON COLLEGE

Kingston College is a major provider of full time, part time and undergraduate courses in Kingston upon Thames. Kingston College offers both academic and vocational courses from Level 1 to Level 6.

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

We set out to improve our feedback to learners in a timely efficient method. Embedding the feedback recording links in college monitoring systems like Pro Monitor and OneFile saves time and widens the reach. Requiring little technical ability, the screen capture tool produced outstanding results for students in all settings, used innovatively to improve communication and understanding between students, tutors, assessors and employers. Tutors commented that this method of feedback reduced their work load by cutting back on the amount of assignment resubmissions.

We also set out to improve continual professional development opportunities for staff. Using e-learning tools such as Blendspace allowed us to move away from power-point

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presentations and explore more interactive and engaging tools in the classroom.

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 and Kingston Colleges 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, such as iPads. For the Hairdressing course this created an opportunity to explore the value of tools that supported students carrying out a lot of their theory work online, such as Xerte, as well as learner feedback and reflection using Jing.

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

## 5. EVIDENCE OF IMPACT

Students appreciated the effort being taken to personalise their feedback, linking their aims, individual challenges, and supportive tone of voice, detailed appreciation, reasoned judgements, clearly signposted stretches and helpful links to

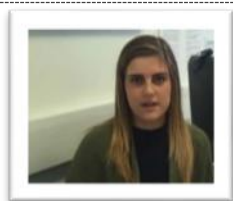
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resources. In turn they felt they understood what was needed and their responsibilities.

The quality of resubmissions improved as well as the tutors spending much less time being asked to repeat and explain feedback, check through multiple drafts of student work or repeat the assignment brief, with missed one to ones recorded and emailed



Live Jing's for a sample Hairdressing apprentice view – from February, May and then a response from the apprentice. *"I feel I'm motivated to complete my course and go on to the next level"*

<http://screencast.com/t/L6V5vY8VI6j>

<http://screencast.com/t/8Te9kvwGt2>

<http://screencast.com/t/SX0TwRCMow>

Kim Bacon, Head of GCSE & A Levels at Kingston College speaks about the opportunities for English & Maths, and hard to engage learners.

<https://animoto.com/play/IIKhFM7Q41aDtCnoOjWaKw>

Xerte allowed us to encourage staff teams to share and adapt resources, improving overall quality and fostering a culture of sharing. Xerte helped us to meet accessibility/inclusion policies in a practical way. The open source code allows institutional branding and development of new page types to meet teaching needs.

Example Xerte:

[http://xerte.kingston-college.ac.uk/play.php?template\\_id=1212](http://xerte.kingston-college.ac.uk/play.php?template_id=1212)

[http://xerte.kingston-college.ac.uk/play.php?template\\_id=1113](http://xerte.kingston-college.ac.uk/play.php?template_id=1113)



[http://xerte.kingston-college.ac.uk/play.php?template\\_id=1049](http://xerte.kingston-college.ac.uk/play.php?template_id=1049)

## 6. LESSONS LEARNED

- ❖ Jing-technical challenges were few, spoken clarity and fluency quickly comes with practice and getting used to the 5 minute limit per recording. Currently Jing does not run on mobile phones.
- ❖ Xerte- can be used by students as well as teachers to present information, exploring alternative viewpoints, and for assessing understanding.

What to avoid?

Jing- Teachers initially worried about the sound of their voice and not being able to edit out imperfections. However, the students preferred the raw feedback because it felt more personalized and less formal.

Xerte -range of navigator templates make it easy to break down dense or complex information into smaller chunks. However, we avoided pages and pages of information. Short, sharp Xerte's had a greater impact and took much less time to create.

Future Plans?

Kingston College has just launched Moodlerooms (2.7). We will now focus on using Moodle as the platform for delivery and for embedding e-learning tools.

Screenshot of Moodle Site

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### Top 10 Teaching Tools - Embed into Moodle



The new college year is upon us. It's quite literally the time for teachers and students to begin spending the vast majority of their day at a college. That means teachers need to be up to speed and ready to rock the classroom. In order to do that, we thought it'd be useful to know about the most popular teacher tools that we're hearing about. We've assembled a list of the basic and popular tools that we've seen used in modern classrooms around the world. They may not be the most cutting-edge but, instead, you can rest assured that they're tried and tested.

'Battle-tested' might be a more appropriate term.

In any case, these teacher tools are useful for a variety of reasons. Most save students and teachers time while some simply make it easier to connect with others. Whatever you're looking for, make sure you know about these apps and web tools before stepping foot into the classroom. These tools can be used as part of your 'teacher toolkit' or 'arsenal' depending on how aggressive you view your teaching style.

#### 1. Xerte

Xerte is a fully-featured e-learning development environment for creating rich interactivity. Xerte is aimed at developers of interactive content who will create sophisticated content with some scripting, and Xerte can be used to extend the capabilities of Xerte Online Toolkits with new tools for content authors. The following video shows a step by step guide

[click here for tutorial video](#)

#### 2. Twitter

Twitter is the go-to resource for millions of teachers around the world. While many are still unsure about setting up their profile or jumping in with both feet, Twitter continues to catch on with teachers young and more experienced alike. Look for this to continue over the coming year as Twitter rolls out new features.

#### 3. YouTube

What can't you find on YouTube? YouTube.com/Teachers was created to help teachers leverage video to educate, engage and inspire their students.

#### 4. Socrative

Signing up more than 1,000 new users a day, Socrative is on fire. The popular engagement platform lets you easily get your students excited to raise their hand (digitally and physically). What more could a teacher ask for?!

#### 5. Blendspace

Blendspace allows educators to blend their classroom with digital content.

### Ways to use Blendspace



Creating Collaborative Research Presentations



Digital Storytelling and Student Creation



Flipping and Blending the Classroom

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#### 6. Jing

Jing is a computer service that lets you capture basic video, animation, and still images, and share them on the web.



#### 7. Prezi

Prezi-Web-based presentation software and storytelling tool for exploring and sharing ideas on a virtual canvas. Prezi lets you create non-linear, "zooming" presentations. Create a map of your ideas, images, videos, then show overview, zoom to details, amaze and convince.

#### 8. Pickers

Use **Pickers** for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

#### 9. Padlet

**Padlet** is an online noticeboard maker. Ideal for making announcements, keeping notes and things you can do with Post-its. Previously known as Wallwisher.

#### 10. Nearpod

**Nearpod** enables you to create quizzes and reports – synchronously with your students or make available on demand.

## 7. TOP TIPS FOR SUCCESSFUL IMPLEMENTATION

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

- ❖ Find collaboration tools that are easy to use, accessible, and ideal for your learning goals. First and foremost, you should focus on usability and accessibility when selecting collaboration tools for your eLearning course or deliverable. Ideally, you want to choose a collaboration tool that is going to be user friendly for all of your learners/staff and can be accessed on a variety of different devices, such as mobile phones and tablets.
- ❖ Incorporate scenarios and real world examples that boost engagement. It's always wise to include **scenarios** or examples into group collaboration exercises or discussions, primarily because these allow learners to



see how what they are learning can directly be applied in the real world.

- ❖ Ensure that everyone is aware of expectations, timelines, and objectives. Each of your staff should be aware of when projects are due, what role they play in the group, and what the primary objective of the assignment really is. They should be given a general timeline that ensures the group stays on-topic and that everything flows as smoothly as possible.

## **8. SUPPORTING RESOURCES**

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

Included in evidence of impact

## **9. CONTACT DETAILS**

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