

## The purpose of further research

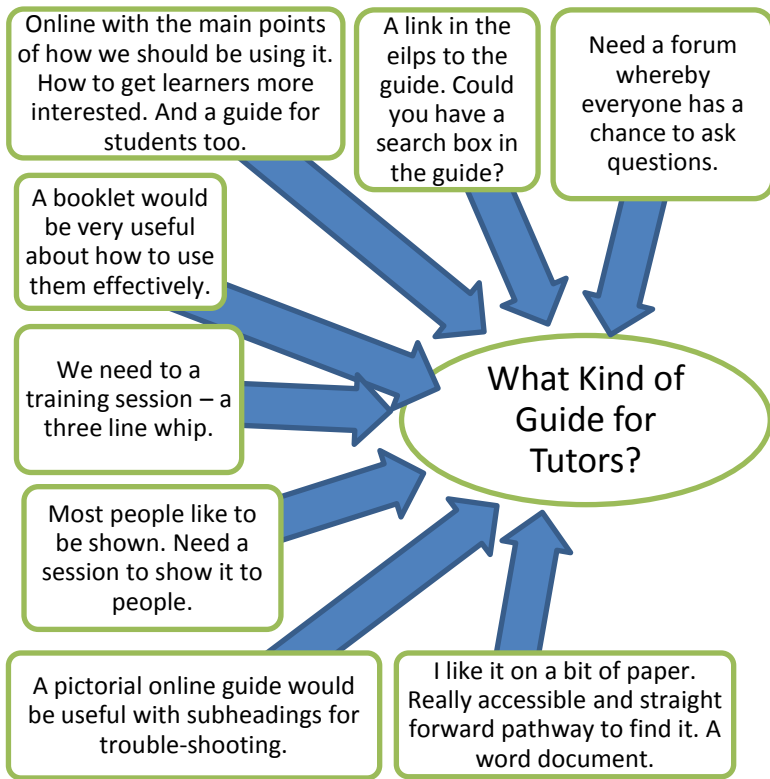
Previously, we looked into the 'story so far' about using eILPs with ESOL learners in our faculty. The research highlighted that the PURPOSE of eILPs needs to be clarified (e.g. the value added as a learning tool not just as a funding requirement), and the PRACTICALITY of using it in class and with low level learners. Therefore, the aim is to create engaging multimedia 'guides' for tutors and students that explore the possibilities as well as give some kind of framework. The Tutor guide particularly is meant to act as a starting point or stimulus to give much needed clarification so that tutors can discuss and share issues more fully and arrive at answers collaboratively.

## Data collection and analysis

- The data from the previous research has formed the basis of the areas that are crucial to address in the 'guides'.
- Suggestions were made by tutors about the type of 'guide' they would like.
- The eFactory, who develop resources, were consulted about how best to approach creating a 'guide'.

## Findings

- To create **Tutor guide** using Abode InDesign. It will be an interactive colour PDF document with embedded video and text that looks like a normal printed booklet.
- To create a **Student guide** using Camatasia, software that lets you record your voice over a video showing what's happening on your computer screen.



## Addressing the themes from the interviews with Teachers.

1. Tutors are generally positive about the electronic version, but a little sceptical of the effectiveness of targets. HAVE A SECTION ON TARGETS (Why? When? How?)
  2. Tutors are unconvinced that learners are using eILPs in the way they're meant to. HAVE A SECTION ON ENCOURGING STUDENTS TO TAKE INTEREST
  3. Tutors are not totally sure how (or why) to use eILPs. UNDERLINE IN DIFFERENT SECTIONS THE PURPOSE FOR FUNDING AS WELL AS AS A LEARNING TOOL (IN TERMS OF LANGUAGE, COMPUTER SKILLS AND PROGRESSION)
  4. Tutors do their best to use them, but feel that time is a constraint and computer access. HAVE A SECTION ON HOW TO GET COMPUTER ACCESS AND MANAGING TIME (Tutorial time, room booking, giving feedback etc.)
  5. Tutors generally rate the software, but worry about the computer skills of lower level learners. UNDERLINE IN DIFFERENT SECTIONS THE NEED TO AND BENEFITS OF INCREASED COMPUTER USAGE IN CLASS AND BY STUDENTS.
- The electronic booklet will also have links to files that are kept in a shared space for tutors to add suggestions and record ways of using that went well or not so well in their contexts.

## Response to questionnaires with Students.

1. Fairly consistent high proportion of students who have computer access at home and use the internet daily. NEED TO MAKE MORE OF THIS!
  2. E1 students have the least access to computers at home – THEREFORE WILL NEED THE MOST HELP!
  3. Students like being able to see attendance, targets and in some cases add personal information. NEED TO HIGHLIGHT THESE FUNCTIONS TO STUDENTS.
- The training video will be available for students to look at any time so they can navigate their way through the eILP. It will also be ready for the beginning of term so tutors can show it in class.

**Strengths:** opportunity to clarify practice and reflect on future developments.

**Limitations:** timing and being able to amend and add information.

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## Recommendations

- To set up a group of interested tutors to feedback on their experiences at intervals in the next academic year in order to get guaranteed feedback that can be fed into an updated version of the guide.
- To ensure that positive and negative experiences from Tutors and Students are logged in order to keep improving the practice and create a collaborative forum.