

ELP2 Case Study

Use Case	ELP2-CSLM01	Title	Progression module – distance learning route		
Institution	Leeds Metropolitan	Timescale	Feb 07 – Jul 07		
Project Officer(s)	NC	Risk level	Medium Moved from Low (project partner institution) to Medium Limited success – limited gatekeeper support, learners not used to independent learning, wrong delivery format, i.e. too long between face to face sessions.		
Contact (s)	Rebecca Sykes, Get Ahead team, LeedsMet University				
Target Groups	Young (n=)	Excluded (n=)	Mature (n=)	BME (n= 20)	Non-trad (n=)
Description					
<p>Online Progression Module: Black Minority & Ethnic (BME) year 12 students in Leeds who had previously been engaged through the Junior Windsor Fellowship in year 11.. Students complete an assessed module that aims to get them thinking about going to university or work (links to previous ELP case study 2).</p> <p>The module was a distance learning module using an e-portfolio and self-directed learning material. Students attended monthly face to face sessions at the university to check progress.</p> <p>Tools Used: PebblePAD e-portfolio, Google Groups, MSN, website</p>					
Progress					
Jan 07	Discussions on using				
Feb 07	First session with students, introduction to tools.				
Mar – July 07	Monthly face to face sessions with learners. Learners should be using technology tools to help them complete the module tasks.				
July 07	Initial deadline for completion of portfolios. 4 Four students completed an online portfolio for assessment.				
Aug 07	Catch up session for students who had not completed online. These students produced a paper portfolio (in some cases based on work already produced in the e-portfolio). A further 4 students completed via this method.				
Outcomes					
June 07	This case study formed part of a workshop presented at JISC RSC-YH e-learning conference.				
Sep 07	<p>Evaluation of module and use of technology: Initially 20 students signed up to do the module. At each monthly progress face to face session fewer and fewer students turned up, going from the initial twenty to four at the last session. The use of Google groups as a wiki and discussion forum tool was discontinued early on and replaced by a website and MSN. Remembering passwords and usernames was a real barrier and using discussion forums was not something that any of the students had ever done before on anything other than an infrequent basis. Immediacy of communication seems to be important to this group so MSN was offered as an alternative.</p> <p>Only two students communicated with the tutor via MSN. Communication between students was either face to face or via text messaging.</p> <p>The other limiting factor was the students' ability to work independently and their</p>				

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	<p>motivation to complete the module. Students did limited independent study and work outside of the face to face sessions. The module was, understandably, low down their list of priorities which affected motivation. Unlike the work in ELP, this module was not delivered through school and so the students were not constantly being pushed and cajoled by teachers in school to get on with the work required. The lack of independent work in between sessions and the time gap between sessions meant that students never fully engaged or became familiar with the technology used to support the module. The module coordinator was also not particularly familiar or confident with using an e-portfolio or other social tools which was partly why the final catch up was done on paper.</p> <p>The key lessons from this are:</p> <ol style="list-style-type: none">1) The difficulties in students using tools other than those they already use or those they have to use in the more formal curriculum, for example for their A-level studies.2) Students' ability and motivation to transfer their social use of technology to using technology for more formalised learning.
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Target groups

1. Younger learners (13 to 16 year olds), particularly those at KS4; **Young**
2. Excluded school pupils; **Excluded**
3. Mature learners; **Mature**
4. Black, minority and other ethnic learners; **BME**
5. Learners from non-traditional routes, eg. individual learners, access courses, WBL; **Non-trad**

Issue

Version	Date	Description of Change	Author
1	5 Nov 07	All details added	NC
1.1	11 Apr 07	Minor revisions made	NC