UNIVERSITY OF TECHNOLOGICAL INNOVATION WESTMINSTER

The FST mobile learning project: benefits inside and out of the classroom

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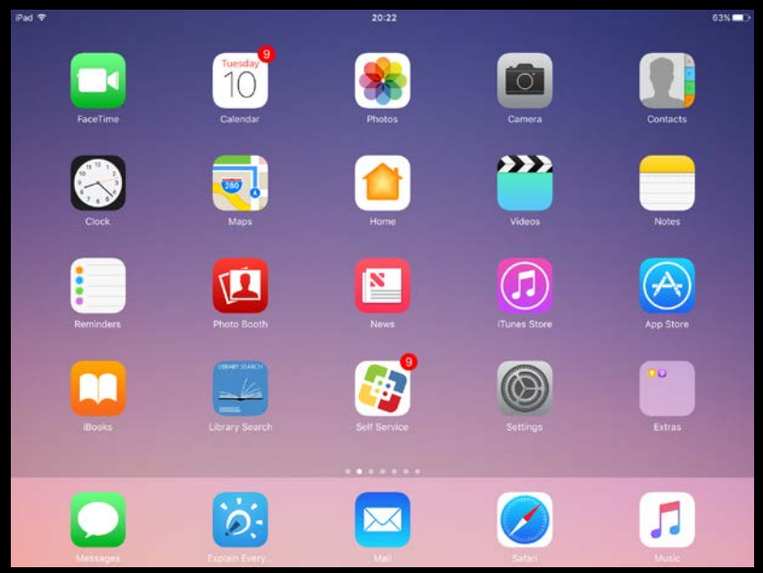
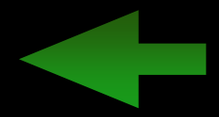


Content

- Brief history
- Project structure
- Evaluation Matrix
- Initial findings



Faculty of Science and Technology

5 departments, 280 staff, 3000 students

Brief History

- **2011-2013** - a departmental small-scale pilot study that gave a device to students on the BSc Mobile and Wireless Computing degree - 20 devices

- **2015-2016** - devices to all staff, faculty level 5 and level 6

- **2016-on** - devices to faculty level 4, 5, and 6 students

Evaluation

2015-2016

What does success look like?

- Engaged students
- Improved student experience
- Engaged staff
- Better NSS
- Better student outcomes
- Efficiencies and savings

Evaluation Matrix

- Academic impact
- Services impact
- Infrastructure and support

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- Academic impact
- Services impact
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- NSS (Teaching on my course and learning resources)
- Student experience (Questionnaires)
- Staff experience (Questionnaires)
- Student access to wider resources
- Embedding of mobile learning (SAMR classified)
- Student outcomes
- Annual monitoring reports

Evaluation Matrix

- Infrastructure and support
- Services impact
- Academic impact

- Library
- Registry
- Support services

Evaluation Matrix

- Academic impact
- Services impact
- Infrastructure and support

- Deployment
- Dissemination (logistic)
- Service Desk
- Bank Usage
- Cost per student
- Timetable easing

Infrastructure and Support

Deployment

- Currently we have approximately 2900 students with iPads
- 280 staff iPads
- 200 iPads for bank services
- Wireless Access Points was increased from 115 to 198 (58%) across University buildings (Cavendish, Little Titchfield St, and Regent St)

Training

Who?
Staff
Digital Leaders
Digital Ambassadors

How?
Workshops
Videos on blackboard
One on one

Delivered by:
Academia
Apple educator
Dedicated learning technologist

Service Desk

In one month - November 2016

- 137 service calls to service desk with a mix of issues (27 IOS updates, 19 app issues, 10 damaged cables etc.)

- Feedback on the service is positive

iPad Bank usage

- Bank of 200 iPads for ad-hoc usage such as level 3 and level 7 sessions, plus open and applicant days, Saturday Club, freshers fair, career fairs, research, Skype interviews, survey and feedback events

- 330 iPads were loaned from Nov 2015-Nov 2016

Cost per student

- Now that the infrastructure is set up the cost of the project is approximately £150 per student per year - this includes cost of iPad, case, apps and managed service

- This represents just 1.7% of a typical student annual fee of £9000

Services

Registry - iPad usage

“The Registry Team have been working to include the use of iPads in as many aspects of Faculty Support and Student Administration as possible. The iPads have proven to be an invaluable resource in this respect and have helped to make certain procedures and processes quicker and more efficient.”

Registry - iPad usage

- Face to face enquiries - easier to show where to find information on a common platform - helped prevent misunderstandings

- Especially useful during enrolment - staff could move down queues and process enquires with consistent easily viewable information

- Day to day - Paperless meetings, note taking, event arrangement, document viewing

Registry Services

- Board preparation

52 hours → 6 hours
1000s pages → 2 copies

Estimated saving:
1 day a week admin

Library

- One of the goals of the project is to increase the usage of digital library resources
- A library search icon is included with all deployed iPads to afford easier access
- “The iPad is a well-designed reading tool and works successfully with most library online resources.” Positive feedback from the 2016 NSS library included comments: “engage more”, “learn more interactively”, “use iPad for study and revision purposes”, “research information more easily available”.

Library

Study of changes from 2014-2015 to 2015 - 2016

- 24% increase of number of iPad sessions
- 22.41% increase of new users accessing Library Search

Significant use of iPad accessing the online reading list (fully operational in 2015-16)

8,019 recorded number of accesses

82% of all tablet device traffic from all users at the University

Academic Impact

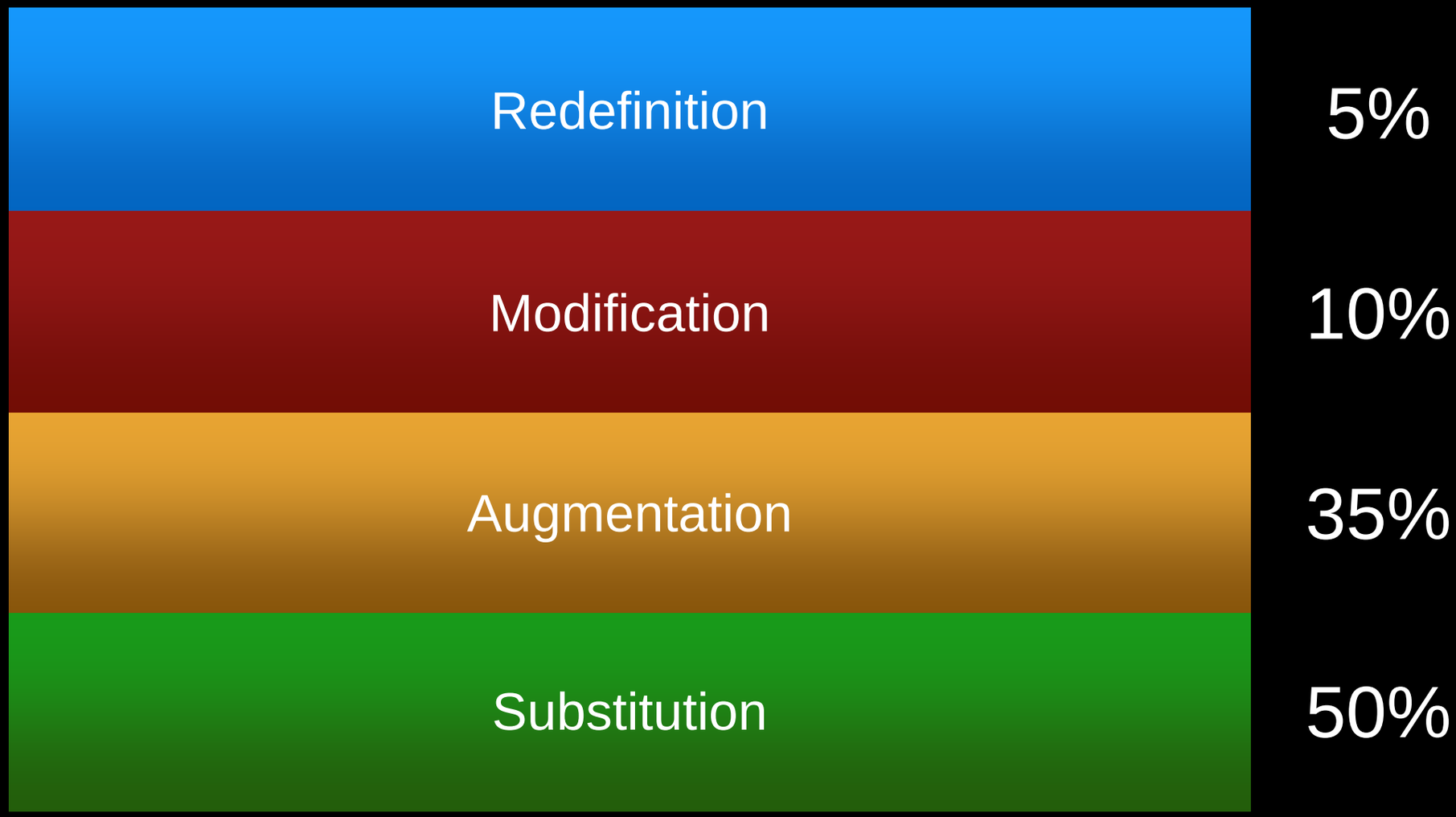
Module - embedding 2015-2016

Only Level 5 and Level 6 considered and this included use of the iPad in one or more of the following categories:
Lectures, courseworks, tutorial/seminars, and additional learning

- Psychology at least 50%
- Computer Science at least 65%
- Biomedical 70%
- Life Sciences at least 55%
- Still working through the Engineering courses

SAMR Model

Estimated 2015-2016 distribution



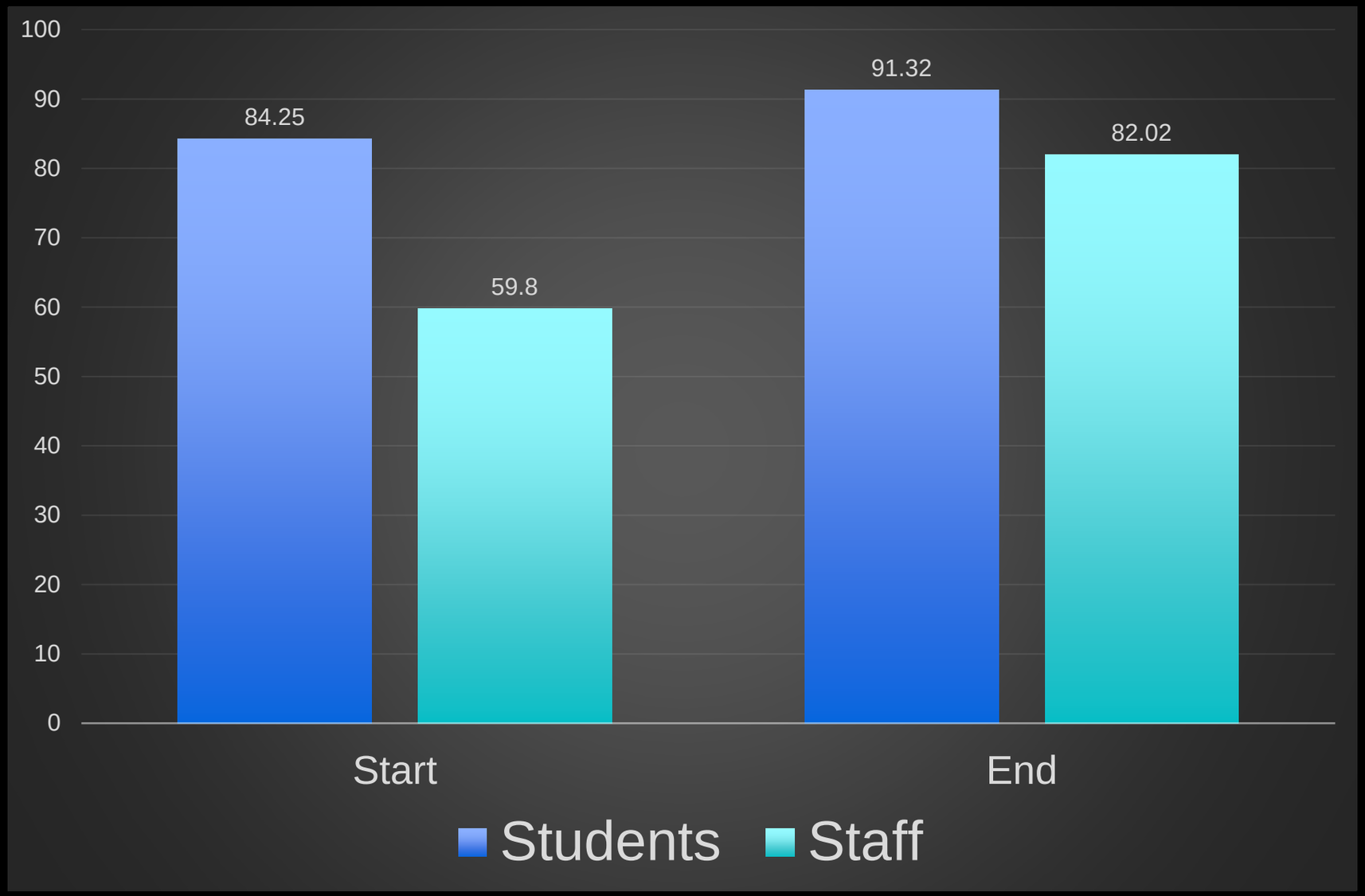
Student adoption

Reported use of iPads by students in 2015/16						
Question	Never	Sometimes	About half the time	Most of the time	Always	Total have used
in lectures	6.67%	32.50%	11.67%	24.17%	25.00%	93.3
in seminars / tutorials	10.83%	30.00%	14.17%	25.00%	20.00%	89.2
for coursework	19.33%	29.41%	10.92%	16.81%	23.53%	80.7
for revision	11.76%	25.21%	11.76%	19.33%	31.93%	88.2
for private study	13.45%	23.53%	15.97%	17.65%	29.41%	86.7

NSS and SES

- one department did have significant gains (+7% overall, 10% for teaching) which was the department most active in mobile learning, though too early to make any inferences
- Faculty Level 5 SES did increase in all three question areas by 5-6%
- Faculty Level 4 did not change significantly - this cohort did not receive iPads in 2015-2016

Technology confidence



Percentage of respondents who felt confident using the technology

Summary - Successes

- Successful and efficient roll-out, good example of student support as regards IT services
- Well established and active digital leaders
- Embedding into mainstream teaching in the first few months of the project of at least 60% is very promising - requires a critical number of digital leaders as there is a correlation
- Significant benefits observed for support services of registry and library for both staff and students
- Positive response from staff and students
- Too early for NSS and SES - requires longitudinal study

Thanks

What do we need to do to reach the MR in SAMR ?

Are there any other ways that mobile learning can enhance our operations?