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## Section 1

### Project Title

What is the title of your project?	<b>SLiCpod</b>
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### Project Partners

Who is the lead organisation?	Cumbernauld College
Please provide contact details for the lead organisation (name, address, telephone and email)	Marcella Kean Learner Services Manager Cumbernauld College Tryst Road Cumbernauld G67 1HU 01236 784530 <a href="mailto:mkean@cumbernauld.ac.uk">mkean@cumbernauld.ac.uk</a>
Who is the project manager (name, organisation, address, telephone and email)?	Barbara A Grigor Learning Centre Co-ordinator Cumbernauld College Tryst Road Cumbernauld G67 1HU 01236 784526 <a href="mailto:bgrigor@cumbernauld.ac.uk">bgrigor@cumbernauld.ac.uk</a>
Who are the other project partners?	We had hoped to identify a commercial partner to support the student completion award but have been unable to progress this at 31 <sup>st</sup> May 2007.

### Project Description

Please give a brief description of your project (no more than 150 words).	<p>In March 2006 Cumbernauld College converted newly available space in the Learning Centre and Library into a student group workroom (10.76m<sup>2</sup>). The room was popular with students working together on project and study activities.</p> <p>SLIC funding enabled us to further develop the space to research the use of PDA/MP3 equipment by students for audio/visual podcast, or learncast, content.</p> <p>We considered the profile of Apple iPods would help us promote the project and selected Apple iPod Video and Apple iPod Shuffles. We also included Dell Wireless</p>
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	<p>PDA's to investigate network connectivity for MP3 players from College and home.</p> <p>The room, SLiCpod, was kitted out with SmartBoard, WipeWall, PC, MP3 docking stations/speakers and Podcasting Software.</p> <p>The MP3 players were issued to participating pilot group students and staff for one academic session.</p> <p>On completion of the project the MP3 players will be returned to the Learning Centre and Library as short-term lending stock.</p>
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**Amount of Award**

How much was awarded from the Innovation and Development Fund?	£7,530.00
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## **Section 2**

### **Project Description**

Harnessing PDA and MP3/4 technology for content in podcasting – learncasting and use of student group workspace environment.

#### **Content:**

- Broaden range of library services to include accessible anywhere audio/visual materials.
- Promote traditional and e-library resources.
- Increasing resources for the independent learner.
- Increasing resources for learners with disabilities.
- Sourcing learncast content for/via VLE.

#### **Access:**

- Promote student collaboration.
- Attract learners less comfortable in traditional library environment.
- Harness learner knowledge in use of PDA/MP3 for entertainment and adapting the technology for learning – learncasts.
- Adding PDA/MP3s to LRC short-term lending stock.

#### **Workforce development:**

- Improving LRC staff skillset in PDA/MP3s and learncasts.
- Improving teaching staff skillset in harnessing PDA/MP3s and learncasts for teaching and learning.
- Adapting and developing good practice in incorporating MP technology to promote and support use of central resources in curriculum.

## **Project Aims and Objectives**

- Adopting PDA/MP3 technology to meet the needs of learners in their new expectations of modern approaches for resources in teaching and learning.
- Using new technology to promote traditional library resources and e-library content to staff and students.
- Broadening range of LRC resources.
- LRC collaboration with teaching staff in identifying learncast content for course.
- LRC learncast content - study skills, with a particular focus on IPR and plagiarism.
- Encouraging group working and independent learning.
- Encouraging teaching staff to record lectures/classroom discussions in audio/visual to create their own learncasts.
- Adapting VLE for learncasts.

## **Summary of Outputs and Outcomes**

- Student group work room firmly established as an innovative and attractive student space in the Learning Centre and Library.
- Promoting Library services as an integral and innovative function of college services
- LRC audio/visual material range broadened.
- PDA/MP3s available on short-term loan for individuals/class groups.
- LRC staff familiar with use of PDA/MP3 technology.
- LRC purchasing/subscribing to Learncasts from central resources budget to support curriculum.
- Adoption and development of best practice in harnessing Learncasts.

## **Methodology**

### **Data Collection**

Data collection for this research was qualitative by undertaking general observation of student activity in the SLiCpod and use of MP3 players. As this research is concerned with experience and perspectives, semi-structured interviews were used for staff participants with informal discussions and online surveys obtaining student feedback. **(Survey Results: Appendix 1)**

### **Data Analysis**

The main themes identified from data analysis:

1. Mobile Content
2. MP3/MP4 Players
3. MP3 Files
4. Health and Safety
5. IPR and Copyright
6. Accessibility
7. Opportunities for Further Development

## **Appraisal of project in terms of service and professional practice enhancement**

We consider our Learning Centre and Library to be a relaxed learner focused environment in which we continually identify opportunities for improvement and in the past few years we have developed the service to include laptop lending, laptop touchdown zones, short-stay zones, buddy stations and adjustable workstations.

The SLiCpod gave us a very exciting dimension in attracting footfall from students, staff development opportunities and excellent potential for further development in utilising new technologies to meet learner expectations and enhance the learning experience.

### **Service**

The availability of a room kitted out with SmartBoard, PC, MP3 docking stations, wireless keyboard and mouse and podcasting/avatar software is attractive to students for group study. The SLiCpod was maintained as student space with only initial direction from teaching staff and the Learning Centre Team.

Initially students' use of the room was low – we believe this is due to their perception that the room was someone's office or not for their use because of the SmartBoard and PC. Further prompting and promoting by the Learning Centre Team and teaching staff resulted in the resource being utilised by many students on a daily basis. The usage included group working with and without the SmartBoard and PC.

Student feedback, both informally, and formally by online survey for both the SLiCpod room and mobile equipment has been very positive. There appears to be a balance of use in utilising the kit for learning and entertainment, however, the learner's expectations for content supports our own findings – learners expect the College to have sourced appropriate MP3 material related to their course.

Some learners have suggested we provide more examples of how the room might be used to help them in their studies whilst others have found group working and use of the PC/Smartboard beneficial in their study periods and free time.

Positive opportunities arose in the utilisation of 3 very different types of MP3/MP4 players and students of Session 07/08 will benefit in the ability to borrow the mobile equipment either as a class for a project or as an individual.

### **Staff Development**

All pilot group staff participants had some knowledge of MP3 technology and this ranged from very basic to advanced, however no-one had used the technology to facilitate learning either for themselves or for students. Participation in this project therefore firstly re-dressed a balance of knowledge in podcasting and MP3 equipment and secondly prompted innovative ways by which the equipment and related software could be used.

### **Podcast/Learncast Content**

Another key aspect of the project was to inform purchasing decisions on moving away from the traditional lending DVD/Video/Audio materials to mobile ready content delivered from or via the College network.

## **Lessons for other services' developments**

### **Mobile Content**

The greatest lesson learned is in the availability of, and ease of access to, suitable sustainable mobile ready content for learning. We believe we can see opportunity for content development of materials where students have the choice of whether they watch it, read it or listen to it and that these choices can have an impact on lifestyle by facilitating study on the move or whilst undertaking other tasks.

Initially we were hopeful that we could source audio/visual content that we could purchase or subscribe to and whilst there is a wealth of learning podcasts, or learncasts, via the Internet there are a number of potential barriers and likely sources of frustration.

- 1) Podcasters tend to include an introduction to every segment in their learning programme, some with a necessary and short statement but others with music and generally irrelevant information for the learning task. There is potential here for an 'educational template'.
- 2) Podcasters may cease broadcasts mid way through the learning programme.
- 3) The very wealth of the available material on the intranet takes staff and learners some considerable time to identify suitable content. There is potential here for a podcast collection which suits learners in Further Education.

There were some successes in utilising podcasts for the Access students in studying media and politics - BBC and Scottish Executive for example.

Consideration was given to creating our own audio/video content but we calculated that expertise and manpower for video production would likely be too costly and whilst the SLiCpod equipment and software allows for easy recording and editing of audio there can still be a fairly heavy demand on staff time – depending on the nature of the podcast/MP3 production.

We were fortunate in a cross-over of the start of the SLiCpod project and the conclusion of COLEG IDI (Instructional Design Initiative) where we investigated avatar and text to speech (TTS) software.

TTS enables the conversion of documents to MP3 in a natural sounding computer voice in a matter of minutes. For Colleges to convert documents using TTS and then circulate or broadcast to students a distribution licence would be required and, depending on the supplier, can be fairly expensive for each voice type purchased. The alternative of enabling the student to MP3 for their personal use has several advantages:

- Student has choice of selection of material to convert to MP3.
- Student has choice of computer voice and accent which is most comfortable for them to listen to over any period of time.
- No distribution licence required.
- Skills development.

There are open source developments in TTS however we did not find the same quality of natural sounding voices as in the commercial products.

TTS developments could mean at some point that available voices will include celebrities, for example favourite actors, and that would certainly be attractive to students. Voice morphing software, with a great deal of work, can produce a sound similar to a living person, however moves are afoot by the American film industry to protect the image and voices of actors.

The avatar animation software enables very quick production of visual content to which the TTS MP3 file can be very easily attached and in cases of use with human faces lip-synching will be satisfactory if not exact.

Another option for mobile ready content is the e-book – a greater range of products available for single installations to the MP3 lending kit and accessed on the move or from any PC. We currently have a member of staff trialling iSpeak Spanish for the iPod Video. **(Product List: Appendix 3)**

## **MP3/MP4 Players**

The mobile equipment has been very useful in promoting the Learning Centre and Library, SLIC and the SLiCpod project and the long term loan to students participating has been very worthwhile. We do recognise however that MP3/MP4 equipment will continue to develop at a fast pace - as our Assistant ICT Manager pointed out, his latest mobile phone has more power and memory than the Dell PDA he was issued with. Given technological advances in equipment, and that other stationery devices can play MP3/MP4, we believe that our priority should remain the harnessing and development of mobile ready audio and video content and as more of our students arrive at College with their own MP3 players we have an inclusiveness role in facilitating those without.

### **Dell Wireless PDAs**

The College Firewall prevented install of PDA software to College PCs although students incurred no such problems installing on home PCs. Student expectations of wireless equipment use at home were confused by a) misunderstandings on connectivity and the required set-up in the home environment and b) where the home environment met the specifications for connection it was quite difficult, impossible for some, to set-up and connect.

We had looked at the potential for printing wirelessly from the PDA – ie student logs in to the network from the PDA and sends data to printers, however the connectivity issues hinder this although we will continue to investigate options.

Students were also disappointed in the memory capacity for the PDAs [size] compared to [size] of the iPod Videos and although this was later rectified by additional memory cards, increasing capacity to [size] the negative experience had some impact on the student experience and usage.

One advantage of the PDA however was the built-in recorder which students could use as a Dictaphone. Some students had wished to record classroom lectures and whilst the lecturer was happy to allow this, whole class agreement on permission was not reached as some learners had reservations.

### **iPod Video**

The iPod Video proved very popular with students, the screen resolution, memory capacity along with ease of operation and synchronisation. Wireless connectivity is not available on this equipment however docking with the College network was not an issue. Some students would have preferred the iPod Video to have the built-in recorder.

### **iPod Shuffle**

The iPod shuffle also proved popular although students issued with these would have preferred video functionality.

Apple iPod equipment can be re-charged without PCs by use of a power adapter and these were issued to students without home computers. The Apple software installed easily on both College and home computers. **(Product List: Appendix 2)**

There was recognition at the outset of this project that some learners would not have access to the Internet or PC at home and a key role of the SLiCpod was to facilitate those learners to dock, re-charge and download. Power adapters were also issued to students with iPod equipment to allow recharging at home.

### **MP3 Files**

Although the College network does not currently permit students to store MP3 files, creating/downloading locally to the PC, saving to MP3 player or data-stick is permitted. There is at times a conflict of interest in that we would like to see students use the equipment for study but we make no restrictions on usage for entertainment purposes. Learners expect campus access to websites we have blocked as being inappropriate and this affects not only their ability to download but also to upload and share. In the interests of complying with IPR we expect to continue to block certain sites however for session 2007/08 an audio recorder plug-in for our VLE (Moodle) will be operational and students will be able to record/upload MP3. This activity will be limited to one file at any one time on instruction of course tutors so we need to look at an in-house repository space for all other uses – perhaps a Community Server to represent a ‘myspace’ type host.

## **Health and Safety**

The MP3 lending kit will introduce a hygiene issue on the sharing of earbuds. We could sell low cost earbuds to borrowers however, this might exclude some learners and there are medical concerns on pro-longed use of earbuds at high volume – lower specification sets could be harmful to some users. We intend to advise students to use/buy their own earbuds and where they do wish to borrow we'll look at issuing a cleaning solution with the kit.

## **IPR and Copyright**

There is a risk that students could use the TTS software to convert copyright protected materials to MP3 however, we intend to manage awareness of this aspect of IPR as we do printing, scanning and photocopying.

It is important to note that audio from TTS cannot be distributed or shared – a separate distribution licence is required.

Lending e-books installed on MP3 players should be covered under the Copyright Act in that Libraries are permitted to lend in any format, however we will investigate this further.

## **Accessibility**

The TTS software assists students to proofread documents and listen/read handouts and the teleprompt software for use in recording podcasts is available in large size fonts.

The SmartBoard is not accessible to anyone in a wheelchair and we investigated the possibility of connecting an additional desktop tablet, however this was outwith our budget and there was potential for conflict in interoperability between the tablet and the SmartBoard. We did however introduce a wireless keyboard which could be moved around the room and this improved accessibility for all students.

## **Opportunities for Further Development**

- Prepare examples of use for students for session 07/08 and the Learning Centre Team will offer short workshops on the tools of the SLiCpod and borrowing MP3 players.
- Teaching staff have expressed an interest in introducing some of the kit – docking stations and software, to classrooms.
- Over the summer period we will be offering staff the opportunity to utilise the lending kit – particularly for staff who would like to improve their knowledge in MP3 players and content.
- Identify further funding opportunities to enhance the room further – cover for SmartBoard, surround wipe-wall and lighting options.

Continue the investigation into printing wirelessly from the PDA.

## Section 3

### Milestones

Please list the milestones agreed as condition of grant and report progress against them		
Milestone	Progress	Remedial action if required
ICT Manager sources • PDA/MP3 equipment: Estates Manager sources: • SmartBoard • WallTalker By June 2006	Completed June 2006	
LRC Staff PDA/MP3 training By June 2006	Completed August 2006	
ICT Staff PDA/MP3 training By June 2006	Completed August 2006	
ICT Staff PDA/MP3 training By June 2006	Completed August 2006	
Terms Of Use Agreement Formed By August 2006	Completed August 2006	
Pilot Groups Confirmed By August 2006	Completed August 2006 but with change of groups since Creative Arts Course did not run.	Pilot Groups were confirmed as HN Music and Access to Highers.
Content Sourced	Ongoing – freely available content being used by students.  No content found as yet to commit to subscription/purchase.	Continue search for suitable content.
Teaching Staff PDA/MP3 Training. By August 2006	Completed September 2006	
Back stage Teaching Staff allocated PDA/MP3 equipment. By September 2006	Completed September 2006	
Agreement of Terms of Use Signed By Pilot Users By September 2006	Completed September 2006	

Student PDA/MP3 equipment allocation. By September 06	Completed September 2006 and ongoing with late enrolments/withdrawals.	
Promotion Of Pilot By September 06	Completed September 2006 and ongoing	

Feedback Session PDA/MP3 Student Users By December 06	Completed December 2006	Number of students feeding back lower than anticipated – mainly from Access students and the HN Music students who failed to return and these users will be targeted again in January 2007 via the Curriculum Manager.
Feedback Session SLiCpod users By December 06	Completed December 2006 for Pilot Group Students	
Feedback Session Project Staff By December 06	Deferred til January 2007	Obtain staff feedback by end January 2007
Student Equipment Exchange By December 06	Cancelled due to the Creative course not running.	Equipment exchange on a smaller scale with select fewer number of students.
Staff Equipment Exchange By December 06	Deferred due to Project Manager absence and switch cancelled February 2007	
Content Sourced	January 2007	Additional Learncast content sourced – subscription/purchase.
Project Report	January 2007	Project report on outcomes, findings and opportunities for improvement.
Dissemination of project outcomes to Senior and Middle Management at Operational Planning Update.	Completed informally to: Serious About Learning Team. Management Development Sessions: Resources.  Review of project through Self Evaluation Operational Planning in June 2007.	Senior Management informed.
Feedback Session SLiCpod users	Completed May 2007	Record of student feedback and actions for resolution/improvement in relation to student group work space.

Feedback Session Project Staff	Completed May 2007	Record of staff feedback and actions for resolution/improvement. <ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• LRC Staff</li> <li>• ICT Staff</li> </ul>
Project Report	Completed May 2007	Project report on outcomes, findings and opportunities for improvement.
Return of PDA/MP3 to LRC	June 2007	PDA/MP3 equipment added to short term lending stock for use by individuals and classgroups.
Completion Bonus Awarded	June 2007	Gift Token Bonus (Restricted to ICT purchase) made to students for return of equipment and participation in feedback sessions. <i>(Potential for commercial partner).</i>
PDA/MP3 Stock Review	August 2007	Additional PDA and MP3/4 lending stock purchased according to usage and budgets.
Dissemination of project outcomes to teaching staff at Staff Development Sessions.	August 2007	All academic staff informed of project and opportunities for adoption of learncasts and access to PDA/MP3 equipment.
Learncast Content	August 2007	Additional learncast content purchased/subscribed.
PDA/MP3 equipment deployed.	September 2007	Utilisation of MP3s by independent learners/class groups.
Incorporation of learncast content to/via VLE.	September 2007	Utilisation of MP3 for induction/early bird purposes. VLE learncast content.
Further Opportunities		Promotion of resource and examples of use.

## Problems and solutions

Please list any problems encountered and the solutions to them		
Problems	Solutions	Notes
<p><b>Interoperability</b></p> <p>Dell PDA Software proves difficult to install on SLiCpod PC due to network user profiles – the effect being that students cannot synchronise the PDA at college, only at home.</p> <p>Most students finding it difficult to connect wirelessly at home.</p>	<p>The network firewall is preventing the installation of the Dell PDA software – an Active Directory issue.</p> <p>Vista includes its own Active Directory and it is assumed that if the College moves to Vista this issue will be resolved.</p>	<p>We are looking at installing all kit with a generic name in an effort to reduce this type of issue.</p>
<p><b>Capacity</b></p> <p>Students report memory on Dell PDAs insufficient. Dell memory cards very expensive.</p>	<p>Lower cost solution found – deployed in PDAs</p>	
<p><b>Content</b></p> <p>Whilst freely available content continues to emerge we have yet to identify anything we would like to subscribe to or buy. TTS Text To Speech</p> <p>Seeking suitable software to enable students to convert college handouts to speech for use on MP equipment.</p>	<p>Continue to obtain student and staff feedback on resources and stay tuned to new developments.</p> <p>Some students have shown interest in creating study skills tips themselves.</p> <p>Number of solutions sourced. Consideration of College wide resource – TextHelp Gold which has the higher quality computer voices or lower cost stand-alone option with lower quality voices.</p> <p>Copyright issues in College generating content from TTS and distributing to students. Voice licensing being considered.</p>	<p>At project end no significant findings in learning content.</p> <p>The College currently holds site licences for TextHelp Standard. Should the College decide to purchase an upgrade to TextHelp Gold this is a wider College project and outwith the SLiCpod project in relation to spend.</p> <p>Lower cost TTS packages and voices purchased and deployed to Learning Centre and SLiCpod.</p>
<p><b>Accessibility</b></p>	<p>Seeking additional kit to plug in to</p>	<p>Kit sourced but outwith</p>

SLiCpod Smartboard not accessible to wheelchair users.	Smartboard.	our budget and likely interoperability issues.
<b>Kit Failures</b> One iPod Video failure to date.	Returned to Apple under Warranty and awaiting replacement. Student offered spare PDA but declined.	
<b>Accessories</b> Apple iPod Video cables very fragile and high cost to replace.	Alternative lower cost solution purchased and deployed.	
<b>Miscellaneous</b>		
The Walltalker is unavailable to students. If students were to write on the Smartboard with a wipeboard pen the smartboard would become unusable.	Appears to be no industry solution available – other than replacement of Smartboard. Solutions being sought – including home-made effort.	Ongoing
<b>Loss Of Kit</b>		
Some early withdrawals from the course have yet to return their mobile equipment.	Phone call contact made but at 31/05/07 – 3 Dell PDAs and one iPod video was unreturned.  Finance Manager has agreed to instruct lawyers letters for recovery.	Early withdrawals will not affect the lending kit in the new session in that the kit will be short-term loan and late returns will be identified early.

## Project costs

Activity/Product	Quantity/Size (Forecast)	Cost Per Item (Forecast)	Cost to SLIC (Forecast)	Cost To College (Forecast)	Quantity/Size (Actual)	Cost Per Item (Actual)	Cost to SLIC (Actual)	Cost To College (Actual)	Total Costs (Actual)
Walltalker	1	200.00		200.00	1.00	250.00		250.00	£250.00
SmartBoard and Projector	1	2,700.00		2,700.00	1.00	2,248.00		2,248.00	£ 2,248.00
SmartBoard PC	1	500.00		500.00	1.00	455.00		455.00	£455.00
iPod Video	8	220.00	1,760.00		9.00	179.20	1,612.80		
iPod Shuffle	34	50.00	1,700.00		34.00	43.00	1,462.00		
Dell Axim X51v with docking cradle	10	270.00	2,700.00		11.00	230.04	2,530.44		
<b>Additional kit:</b>									
7 GB SD Memory Card					1.00	50.23	50.23		
Apple iPod Power Adapter					2.00	16.17	32.34		
Logitech Microphone					1.00	22.97	22.97		
iPod USB Cable					3.00	9.90	29.70		
Apple iPod Power Adapter					3.00	14.98	44.94		
Intempo speakers and docking cradle for iPod					1.00	24.71	24.71		
Inner Ear Noise Reduction Earphones					3.00	4.24	12.72		
JBL On Stage II docking station For iPod Video					1.00	180.00	180.00		
Technika 16 in 1 Card Reader					1.00	9.96	9.96		
Large Pop Shield					1.00	8.07	8.07		
Wireless Keyboard and Optical Mouse					1.00	24.95	24.95		
Belkin USB 7 - Port Economy Hub					1.00	14.36	14.36		
V1.2 Bluetooth Dongle 10m					1.00	14.45	14.45		
<b>Software</b>									
Webpodstudio					1.00	22.97	22.97		
ProPrompter					1.00	65.00	65.00		

Activity/Product	Quantity/Size (Forecast)	Cost Per Item (Forecast)	Cost to SLIC (Forecast)	Cost To College (Forecast)	Quantity/Size (Actual)	Cost Per Item (Actual)	Cost to SLIC (Actual)	Cost To College (Actual)	Total Costs (Actual)
			670.00				557.37		
Learncast Content Purchases/Subscriptions (Nothing suitable available see TTS spend)				1,000.00					
Staff Costs				1,500.00				1,500.00	
Teaching Staff Training/Experimentation of equipment.									
· LRC Staff									
· Facilitation of Feedback									
· Reporting									
· Dissemination									
· Training									
· Learncast Content Selection									
Printing of SLIC/College Promotional Materials Bookmark with SLICpod details and types of usage being prepared for approval by SLIC in first instance			700.00				700.00		
Natural Reader TTS (Text To Speech Software) - 5 Licences with different voices								94.50	
Text Aloud TTS (Text to Speech Software) - 1 Licence - 6 different voices								152.90	
e-book for iPOD - iSpeak Spanish								7.99	
Totals			7,530.00	5,900.00			7,419.98	4,708.39	
						SLIC	£ 7,419.98		
						College	£ 4,708.39		
						<b>Total Project</b>	<b>£ 12,128.37</b>		

SLIC BALANCE AVAILABLE AT

31/05/2007

£ 110.02

(Balance remaining will be used for additional earphones - still sourcing appropriate low cost types)

## Dissemination

<p>SLIC will disseminate reports from your project through its website.</p> <p>SLIC will also require a follow-up report about the impact of your project between 12 and 24 months after the funding period.</p> <p>What support is the project providing for dissemination of the lessons learned from the project to the wider sector?</p>	
In what publications has the project presented its lessons to?	Article submitted to Broadcast in October 07 but not published.
What websites has the project presented its lessons to?	None
What mailing lists has the project presented its lessons to?	None
What seminars has the project presented its lessons to?	14 <sup>th</sup> February 2007 JISC RSC (13 RSCs in the UK who have a specific remit to support library and LRC issues in their regions).
What conferences has the project presented its lessons to?	Scheduled for JISC RSC 19 <sup>th</sup> June 2007. Web 2.0 event aimed at academic library staff
Are there other dissemination routes the project will use or has used?	<p>HMIe</p> <p>Cumbernauld College Innovation Team</p> <p><u>Visitors from:</u></p> <p>Coatbridge College</p> <p>Jewel &amp; Esk College</p> <p>Angus College</p> <p>South Lanarkshire College</p> <p>Armagh College</p> <p>Glasgow Met</p> <p>Forth Valley College</p> <p>Reid Kerr College</p> <p>SFEU Lead Advisers</p> <p>JISC RSC</p> <p>Learning Evolution and Innovation Forum (LEIF) – group is formed from one representative from each Scottish College.</p> <p>LearnDirectScotland Advisor</p> <p>Quality Project (Spain, Sweden, Germany, Lithuania)</p> <p>Lithuania (Training Centres and Colleges).</p>

**Declaration**

The information provided in this interim report is correct to the best of my knowledge			
Name	Barbara A Grigor	Signature	Digital
Position	Learning Centre Co-ordinator	Date	1 <sup>st</sup> June 2007

# Appendix 1: Student Feedback

## Initial Feedback from Student Users – December 2006

14 Users Available:

Question: **What equipment were you issued with?**

Results:

Total Results: 14	
Apple iPod Shuffle	3
Apple iPod Video	6
Dell Axim PDA	5

Question: **How often do you use this equipment?**

Results:

Total Results: 14	
More than 16 hours per week	3
Up to 16 hours per week	2
Up to 4 hours per week	6
Up to 8 hours per week	3

Question: **How often do you use the equipment to support your learning?**

Results:

Total Results: 14	
More than 16 hours per week	0
Up to 16 hours per week	1
Up to 4 hours per week	12
Up to 8 hours per week	1

Question: **Did you download material from the internet to your equipment?**

Results:

Total Results: 14	
No	7
Yes	7

Question: **Did you download materials from the college network to support your learning?**

Results:

Total Results: 14	
No	10
Yes	4

Question: **If you downloaded materials please state the source most useful to you - for example a favourite website?**

Results: 10 responses:

www.bbc.co.uk

BBC news,BBC question time,i-pod store,BBC.breakfast takeaway.

i have used tony buzan's mind mapping powerpoint presentations to improve my learning and ability to remember

Never really downloaded anything due to the lack of space available on the unit itself.

bbc.scotland

The bbc is a great site to get ipod downloads and links to other sites.

the podcatcher supplied with the iPod Vidio unit

wikipedia

Question: **Did you use the SLiCpod Room as an individual?**

Results:

Total Results: 14	
No	12
Yes	2

Question: **Did you use the SLiCpod as part of a group?**

Results:

Total Results: 14	
No	6
Yes	8

Question: **Did the SLiCpod room meet your needs?**

Results:

Total Results: 13	
No	2
Yes	11

Question: **Did you have any problems with the MP3 equipment?**

Results:

Total Results: 13	
No	9
Yes	4

Question: **Did you have any problems with the SLiCpod room?**

Results:

Total Results: 13	
No	11
Yes	2

Question: **Please give a brief description of problems with equipment - if there were none leave blank?**

Results:

initially i found the PDA difficult to master. i have now learned how to use this to support my studies. it was only a case of reading the manual instead of expecting the PDA to work for me.

As stated earlier, very little memory space on PDA, also found the wi fi option pointless as it only applied to those of us with wi fi currently at home. Found the PDA stalled and froze occasionally too. Have now swapped over unit to receive an ipod video instead.

Haven't been able to use my slic pod because I haven't had the chance to use the Learning Centre for that purpose have had too much other work to do, I tried to use it at home but my computer was Microsoft Office and not XP so wasn't compatible, I even tried to buy a cable but nothing worked. I have just recently, the last couple of days got a new computer which should help me, as the only time I get to do these things is at home due to home commitments. I am hoping that I can start using the slic pod soon.

Writing on the smart board can be a problem.

Question: **If there were problems were these resolved to your satisfaction?**

Results:

Total Results: 13	
N/A	5
No	1
Yes	7

Question: **Overall have you found this project is supporting your learning?**

Results:

Total Results: 14	
No	5
Yes	9

Question: **If you could make an improvement to the project what would that be?**

Results: 10 responses:

None, Because it is a good thing that has been brought into the college.

i think the PDA's are more appropriate than IPOD's. the only issue i had was with the memory capacity. i think the PDA's are a FANTASTIC resource for all students.

I would use only ipod videos as they have more memory and a more user friendly than the PDA's. Also a more structured unit or module to encourage use would be helpful.

There isn't really anything anyone else can do, the technical problems I had was that I had an old computer that wasn't

compatible, and due to family life commitments, I haven't had the time to go in to Learning Centre to ask for help with project in the beginning I would have liked to be showed how to download, and got more information on some sites.

What would make it better would be the introduction of some project where you have to use the slic pod room/smart board to do it.

It would be useful to have a learning center would in the students area of the computer network for the use of the student. It could be attached to podcasts appropriate to the students subjects or course, finding appropriate podcasts is difficult at times

bigger sizes on ipod memory =/

## Project End Feedback from Student Users – May 2007

12 Users Available:

Question: **What equipment were you issued with?**

Results:

Total Results: 12	
Apple iPod Shuffle	8
Apple iPod Video	3
Dell Axim PDA	1

Question: **How often do you use this equipment?**

Results:

Total Results: 12	
More than 16 hours per week	0
Up to 16 hours per week	3
Up to 4 hours per week	6
Up to 8 hours per week	3

Question: **How often do you use the equipment to support your learning?**

Results:

Total Results: 12	
More than 16 hours per week	3
Up to 16 hours per week	1
Up to 4 hours per week	7
Up to 8 hours per week	1

Question: **Did you download material from the internet to your equipment?**

Results:

Total Results: 12	
No	7
Yes	5

Question: **Did you download materials from the college network to support your learning?**

Results:

Total Results: 12	
No	11
Yes	1

Question: **If you downloaded materials please state the source most useful to you - for example a favourite website?**

Results: The ipod, podcatching software supplied with the equipment.

bbc podcasts  
george Galloway podcasts

Limewire

Question: **Did you use the SLiCpod Room as an individual?**

Results:

Total Results: 12	
No	12
Yes	

Question: **Did you use the SLiCpod as part of a group?**

Results:

Total Results: 12	
No	5
Yes	7

Question: **Did the SLiCpod room meet your needs?**

Results:

Total Results: 12	
No	5
Yes	7

Question: **Did you have any problems with the SLiCpod room or the MP3 equipment?**

Results:

Total Results: 12	
No	11
Yes	1

Question: **Please give a brief description of problems with equipment - if there were none leave blank?**

Results:

Had no host i.e myspace blocked to upload track to feed from..

Question: **If there were problems were these resolved to your satisfaction?**

Results:

Total Results: 12	
N/A	10
No	2
Yes	

Question: **Overall have you found this project is supporting your learning?**

Results:

Total Results: 14	
No	5
Yes	7

Question: **If you could make an improvement to the project what would that be?**

Results: More college related podcasts or staff recommended sites

Include modules for use with slicpod equipment ie download podcasts, music and videos for education purposes or whatever. It would make better use of the equipment, as sometimes you forget you actually have it.

Bigger size of Memory, newer technology , music hosting site to feed from

give out a better mp3 player.

i didnt use mine at all.

As far as the SLIC room goes know one from my class used it. if you could maybe give examples of things we could do with it in relation to the course we are doing.

## Appendix 2: Staff Feedback

- Learning Technologists are particularly interested in the avatars and TTS - mobile content production is an area that many feel they should be active in.
- Teaching staff can see the potential for mobile content although the time involved in sourcing appropriate podcast materials is a negative factor.
- There are concerns on the authenticity and accuracy of freely available podcasting content.
- Some suppliers require an individual subscription to free and/or paid content, the College prefers to promote institutional licences rather than individual subscriptions.
- Staff would like to see use of the lending equipment as part of a class project related to coursework.
- Staff would like to see an extension of the SLiCpod by introducing some of the kit and software to classrooms.
- The PDA with its steep learning curve and connectivity issues is perceived as more useful to staff than students.
- MP3 equipment will continually evolve therefore the investment should be made in harnessing and creating mobile ready content.
- Video capability was certainly useful and as bandwidth increases there is recognition of increased opportunity to harness video content from College and from home.
- Recording of class lectures requires permission of all students, and lecturer – this may not always be possible.

## Appendix 3: Product List

### Podcasting:

WebPodStudio - purchase on Amazon under £30.00 - record podcasts/create wav/MP3.  
(Network users unable to save teleprompt scripts).

Teleprompter - Lenox Pro-prompter - direct from supplier. (Network users are able to save teleprompt scripts).

### TTS

<http://www.naturalreaders.com/>

<http://www.nextup.com/>

[www.cepstral.com](http://www.cepstral.com) for distribution licences.

([www.nuance.com](http://www.nuance.com) for distribution of higher quality voices but much more expensive).

Open Source - <http://mary.dfki.de/>

### Audio Editor

Clean-Up/Adjust Volume in Sound Recordings <http://www.nch.com.au/wavepad/masters.html>  
(free application).

### Avatars:

Poserv6 (hard to learn but useful for morphing images of real persons to create characters) - available from Digital Photo Solutions.

iClone and CrazyTalk from [www.reallusion.com](http://www.reallusion.com) (UK supplier - <http://www.techknowledge.co.uk>).

### Hardware:

JBL On Stage II docking station For iPod Video.

Digital Photo Solutions Intempo speakers and docking cradle for iPod - Amazon

Logitech Microphone - Apple Store Large

Popshield - Maplin

### e-books

There are now a wide range of e-books for installation on the MP3 players – the iSpeak range for example for the iPod Shuffle or Video.