

# Further Education and International Student Transition to Edinburgh Napier University: supporting the journey with technology

## Final Report

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# Further Education and International Student Transition to Edinburgh Napier University: supporting the journey with technology - Final Report.

## 1. Executive Summary

### 1.1 Aims

The *Further Education and International Student Transition to Edinburgh Napier University: supporting the journey with technology* project aimed to trial the use of a synchronous technology Elluminate Live! enabling students from articulating programmes to engage in joint activities with students in their receiving cohort before they commence their studies at Edinburgh Napier. The intention was to create collaborative opportunities through developing curricula and online materials, enhancing student articulation and respective assessment in four existing modules within the university. The four modules identified to explore this opportunity were one module on each of two key overseas programmes and two key college programmes, none of which had used this technology, but which had conducted successful student articulation programmes. In collaboration with staff development the key deliverables included the development of guidance and generic materials for future use by module leaders wishing to add such activities to their modules. Ultimately the project aimed to evaluate the benefits and drawbacks of using this technology for enhancing the student experience of transition within Edinburgh Napier University.

### 1.2 Achievements

The initial part of the project required networking within Edinburgh Napier University, identifying and approaching key personnel involved in articulation with a second arm of the project highlighting the key personnel and programmes internationally and locally. There was considerable initial interest shown by university and college staff willing to explore the potential of introducing this into their programmes. Interest was further enhanced by presenting at the staff conference in June 2010 and the poster presentation at [Learning Teaching and assessment at Edinburgh Napier: celebrating our practice](#) in January 2011 (Appendix 1). Guidance documentation for university staff has been produced in paper and video format covering technical aspects of using the synchronous technology. The project has heightened awareness in general of the use of Elluminate Live! throughout the University, with the ability to translate its potential to other areas of learning, teaching and assessment. It is the purpose of this report to present findings in a case study format to allow staff members to identify key issues and guidance for implementation.

### 1.3 Issues

Significant issues were identified arising from the difficulty in recruiting programme teams to participate in the project. Identifying one interested member of the articulation partnership took time to explore within partnership discussions, concluding that implementation would not enhance their existing provision. The network cascading effect meant that key programme leaders were not identified in a timely manner, inhibiting the formation of pilot sites to trial the possibility of incorporating the technology. The project did highlight that there was, staff training issues, both within the University and the articulating sites, which recommendations for future practice are considered.

### 1.4 Recommendations

Recommendations to be considered have been drawn from this experience of implementing the synchronous technology in future projects and fall into two categories:

#### **The project and the technology it is advocating**

- Install and maintain profile of Elluminate Live! use by setting up community of practice within [Edinburgh Napier Education Exchange](#).
- Promote the innovative use of this technology at staff conferences within Edinburgh Napier University.
- Encourage staff development by conducting sessions on the practical experience of dealing with the technology on a daily basis.
- Provide evidence for the [LTA Resource Bank](#) and podcasting site (in development stage).
- Integrate the technology of Elluminate Live! into the [University 's New benchmarking for the use of technology in modules](#) documentation as an teaching tool.

#### **Projects involving new approaches utilising technologies**

- Adopt a change management approach, identifying the key stakeholders at proposal stage to encourage ownership in moving the project forward.
- Utilise other key projects like [The Edinburgh, Lothian's, Fife and Borders Regional Articulation Hub](#) (ELRAH), [Enhancing the effectiveness of articulation through professional development](#) (EEAPD), [Articulation Social Online Collaborative Space](#) (A\_SOCS) and the [Articulation Support Advisors](#) (ASA) may help raise the profile of the project and potentially increase recruitment.
- Include Elluminate Live! in provision of continuous professional development encouraging collaboration activities with HE and FE staff, enabling staff to experience the benefits of the technology and help them translate this to their own practice. This

could help develop the '[work twinning](#)' strand of the EEADP project ([Campbell, Fotheringham and Gray 2010](#)).

- Familiarise Elluminate Live! with new staff within the [Introduction to Teaching, Learning in Higher Education](#) and PgCert in Teaching and Learning in Higher Education so that they are aware of the potential this technology could afford them in their future teaching and assessment, increasing it's sustainability within the University. This could be further enhanced with provision of continuous professional development as an online forum.
- Introduce Elluminate live! in the new [Introduction to teaching and learning in Higher Education in Scotland's Colleges](#) module outlined in the in EEAPD report (Campbell et al 2010). The student cohort, which are staff currently practising in FE environment are being invited to relevant events on the Academic Development Programme.
- Integration of Elluminate Live! into the new [University 's New benchmarking for the use of technology in modules](#) (Smyth 2011) as an teaching tool.

## 2. Initiative Progress

### 2.1 Outline

The initiative aimed to trial the use of a collaborative online classroom environment to enable students from articulating programmes to engage in joint activities with students in their receiving cohort before they commence their studies at Edinburgh Napier University. Hence a community of learning would be developed, enhancing the student experience prior to entry. Through curricula and online materials development, opportunities were to be created within four existing modules using Elluminate Live! or similar technologies to enable students to work together on activities as part of their respective assessment of the modules concerned. The modules would be identified through networking with key stakeholders in the University and further education colleges. The aim was to develop such opportunities for one module on each of two key overseas programmes and two key college programmes. The project developed guidance and generic materials for the future use of module leaders wishing to add such activities to their modules. Ultimately the project aimed to evaluate the benefits and drawbacks of this approach and the costs of its further extension should the evaluation demonstrate its benefits.

### 2.2 Management

The project received funding from a stream of the ELRHA initiative and formed a secondment opportunity for a Teaching Fellow Karen Campbell, within the School of Nursing, Midwifery & Social Care and managed by Fiona Campbell in the Professional Development team at Edinburgh Napier University. The project management team met face to face on a frequent basis to maintain direction of the work and were in contact regularly by email and phone.

### 2.3 Planning and Design

Planning initially focused on maintaining a personal approach by making contact with the key stakeholders to be involved in the project; it was identified that this would comprise four programme leaders who worked with articulation for international and further education students. Initial contact was made through the project management team with follow-up appointments to meet with Karen Campbell to discuss the opportunities that Elluminate Live! could afford the transition programmes. Further contact was made by emailing the [Teaching Fellow Community](#) and presenting at both staff conferences in [Learning to Learn: enabling academic transitions for all our students](#) staff conference in June 2010 and the poster

presentation at [Learning Teaching and assessment at Edinburgh Napier: celebrating our practice](#) in January 2011 (Appendix 1).

Alongside this preparation for recruiting articulating programmes there was a need to develop guidance and practice sessions for staff to engage with the technology. Staff sessions were conducted individually, allowing trial sessions to be conducted from Goa and China. Group sessions were conducted in the School of Nursing, Midwifery & Social Care. Two student sessions were conducted, one with international students and the other from further education students; both were exploratory sessions on the applicability of using Elluminate Live!

## **2.4 Implementation**

After initial networking and face-to-face discussions, one key international and further education programme were identified. They form the basis of this report and can be found as a case analysis presented in the main body of the report (case 1 and case 2). Other case studies will be presented which identify the potential use of Elluminate Live! within the wider context of teaching and learning in Edinburgh Napier University some of which could not be explored to their fullest extent due to the project timeframe. Therefore a comprehensive evaluation of acceptability and applicability of the technology to enhance and support the international and further education student journey in articulation, was not achieved.

## **3. Outcomes: Case Study Examples**

### **3.1 International Programmes:**

#### **Case Study 1: School of Marketing, Tourism & Languages**

A current peer mentoring project, run by a targeting international students from India, was approached to consider involvement in the project. Through discussions it was identified that there was a keen peer-mentoring group between 3<sup>rd</sup> year students in Scotland at Edinburgh Napier University collaborating with 2<sup>nd</sup> year Indian students in Goa, Calcutta and Delhi. The communication in this group was mainly conducted by email and the collaboration of a wiki to exchange contact. A meeting held with the peer mentors (n=6), identified challenges and opportunities to the idea of introducing synchronous technology in this programme.

#### **Challenges**

1. The participants worked in hospitality industry keeping difficult hours which inhibited the flow of conversation between India and Scotland.
2. Computer access in India was perceived as minimal and potentially only in colleges, with access limited occasionally while in college.
3. Instead of email, the students had adopted the use of Facebook to communicate. This was identified as time consuming when individual mentees asked similar questions.

### **Opportunities**

1. The mentors were open to the possibility of having an 'office hour' session where a student could enter the 'virtual classroom' to ask questions and they could maintain a rota.
2. There was a positive response to showing them an example of the interactivity within the Elluminate Live! classroom.
3. Potential social networking site - NING: Under construction is a social networking site for this group of international students with inbuilt activities to help the students to interact with each other. This NING site would give a social platform to add the virtual classroom 'office hours' with current students which could include a range of activities from the site. For example one of the activities is a quiz which focuses the student on what they need to know about British culture and whether they are ready for a change in aspects of daily living. Another possibility of the virtual classroom activity would be to build on language skills allowing the students to interact with tutors and current Indian students having with newly acquired language skills.

### **Outcome**

Peer mentors were contacted regarding virtual classroom activity to obtain information on usability of the proposed technology. A meeting was arranged to discuss accessibility issues with current Indian students attending Edinburgh Napier University. After numerous attempts at contacting this student cohort through the medium of email no opportunity arose to engage the students in a live session. However, as one of the staff members was required to travel to Goya, Calcutta and Deli for programme related business we took the opportunity to trial Elluminate Live! from each site, which was successful, allowing us to predict that the technology indeed was acceptable within the education structure. Evidence is given in the form of a recording from [Goa](#)



## Recommendations

- As the technology has potential in Goa, there is the ability to introduce Elluminate Live! in a face-to-face session whilst visiting the partnership education institutions.
- Office hour sessions should be considered to enhance peer and tutor mentoring.

## 3.2 Further Education College Programmes

### 3.2.1 Case study 2: School of Nursing, Midwifery & Social Care

Within this department students articulate into 2<sup>nd</sup> year of the nursing programme from two colleges, Jewel & Esk and Borders college. Currently there has been extensive work conducted with HNC students articulating into the department from Jewel & Esk with examples of peer-mentoring programmes. There are also examples of peer-support when arriving at Edinburgh Napier University through the construction of social networking (Facebook) sites, and peer mentoring programmes conducted by email. Therefore, this project anticipated introducing technology prior to admission to encourage social networking and specific learning activities to enhance both 1<sup>st</sup> and 2<sup>nd</sup> year preparation for 2<sup>nd</sup> year teaching. As standard, the [Student Affairs: Signpost to success](#) has face-to-face provision prior to admission for nursing students which encompasses writing skills and so on in anticipation of articulating to Edinburgh Napier University.

After an initial meeting on 20<sup>th</sup> of May with HNC students who were articulating into the adult nursing programme in September 2010 and January 2011, a short questionnaire was distributed to assess the potential of technology utilised by this group of students (Appendix 2).

### Opportunities

1. The students were very positive when asked if they would be willing to try out the virtual classroom.
2. HNC students also perceived that asking questions of a more experienced HNC student would also enhance their experience of articulation.
3. Activities suggested to work on together for both 1<sup>st</sup> year and 2<sup>nd</sup> years students may include:
  - a. Review of course material specifically Anatomy and Physiology.
  - b. Writing skills
  - c. Journal exploration.

## Challenges

There was no current mentor/mentee system set up for articulation to build upon with Elluminate Live!

## Outcome

In conjunction with the HNC study day the 1<sup>st</sup> year students were requested to volunteer to befriend articulating students. Combining this activity a Facebook (secret group) web page was developed to act as a social platform.

This group did not prove to be successful in building an online community. Both groups of students accessed the group site; the 1<sup>st</sup> year students at Edinburgh Napier joined the discussion board activity but none of the students articulating into the 2<sup>nd</sup> year of the course participated.



The screenshot shows a Facebook interface for a discussion board titled "INTRODUCTIONS". The page header includes the Facebook logo, a search bar, and navigation links for "Home" and "Profile". Below the header, there is a "Back to Welcome to Edinburgh Napier University" link. The main content area features a "Discussion Board" tab and a "Start new topic" button. The topic is "INTRODUCTIONS", with options to "Delete topic" or "Reply to topic". It displays two posts by Karen Campbell, both dated "about 9 months ago". The first post is a welcome message, and the second is an encouragement to be adventurous. A "Reply" section is visible at the bottom of the page.

facebook 2 Search Home Profile

**INTRODUCTIONS**  
Back to Welcome to Edinburgh Napier University

Discussion Board Topic view Start new topic

Topic: **INTRODUCTIONS** Delete topic | Reply to topic

Displaying all 2 posts.

**Karen Campbell**  
welcome to the site, for those of you that are finding your way around, take your time ! This is a discussion forum, Similar to the ones you will find in the university system, and hopefully you will find easy to use.  
Here I would like you to introduce yourself just stating a bit about your experience of nursing so far ! Hope to here from you soon !

Karen  
about 9 months ago · Delete Post

**Karen Campbell**  
go on be really adventurous and write a little about yourself!  
about 9 months ago · Delete Post

Reply

<http://www.facebook.com/ajax/emu/end.php?eid=AQDmf-b7MA5qrLfq-EZUSP1JaMIOZwILdRyByfwS5bsEhrPqIfud3q2TSTOsq8dqfVU2uu14wS-a>



It became difficult to troubleshoot when students found problems entering into the group from their normal Facebook page and there was also no way of tracking student activity from the learning and teaching perspective. There was also a chance to interact with HNC students currently in their 3<sup>rd</sup> year of the adult nursing programme, which was highlighted as important from the face-to-face study day, but again this was not utilised.

As the trimester started in September it became apparent that there were many more HNC students articulating into the adult nursing programme than had been originally anticipated in May. This was identified as a missed opportunity to enlist most of the articulating students into the project.

There was no potential opportunity to build Elluminate Live! into a community of practice to engage the students in meaningful activities. Therefore it was anticipated that we could trial Elluminate Live and run revision teaching sessions once the students were at Edinburgh Napier University. Opinion in the department was concerned that we would be providing a teaching and learning experience for some and disadvantaging others by adopting this part of the project and that it would also require ethical approval. This would have been unachievable in the timeframe of the project. It is anticipated that this specific group of students could be approached within the FE environment to engage in a virtual session, which could form a blended approach, hosted by Edinburgh Napier University. Due to the

potential small numbers involved this could be achieved within the computer suite, facilitated by FE and HE staff.

### **Recommendations**

- Teaching Fellow project could support the trial of Elluminate Live ! within the FE environment.
- Explore the use of social networking as a platform for introduction to Elluminate Live!
- Introduction of Elluminate Live in the undergraduate programme to enhance teaching and learning; giving flexibility to introduction to the university and revision session.

### **3.3 Other Notes of Interest**

#### **3.3.1 Case study 3 School of Arts & Creative Industries**

The programme was recruited through a key contact in the project, [Emily Alder, ASA](#), who worked very closely with Further Education colleges to promote the project. This contact generated interest from Edinburgh Telford College and a meeting was organised to discuss. This meeting was made late in the project, and the college was keen to trial the technology after the project outline was discussed and contact was made with the key academic within Edinburgh Napier University. Contact was made with the articulating programme and training was given on the use of Elluminate Live! to the programme leader. Sadly, due to limited time and international travel of the programme lead, it was very difficult to deliver a trial session within the college. However the Programme lead's international travel afforded the opportunity of trialling the Elluminate Live! from [China](#) . This programme leader has been signposted to Academic Development for further discussion and implementation.

#### **3.3.2 Case Study 4: School of Arts & Creative Industries**

Currently the programme leader has developed a new programme where students are articulating into a 3<sup>rd</sup> year programme of a drama and arts course. This is the first year of the programme therefore there is no potential to create a social network between existing students; however the initiative would allow the programme leader to create a social networking space as students will be coming from a range of colleges across Scotland. The potential for the use of Elluminate Live! is to provide tutor and peer contact before admission in January 2011. The introduction of a social networking space and the use of Elluminate Live! will enhance the skills of the students for future assignment specifications.

## **Outcome**

Due to the timeframe of the project this collaboration was not possible to pursue. This is a good example of an innovative use of this technology and currently there is a project being conducted at Queen Margaret University College in exploring student and staff use of Elluminate Live!, funded by the Higher Education Academy; who will be showcasing their results in June 2011.

### **3.3.3 Case Study 5: School of Nursing, Midwifery & Social Care**

The learning disability and mental health branch of this school also have HNC articulating students into their 2<sup>nd</sup> year programme, with a new initiate also articulating into 3<sup>rd</sup> year. The programme leader made contact to discuss the option of using the technology but not particularly with the aim of enhancing articulation but embedding it in the course structure. This contact led to raising awareness within this branch of the school resulting in staff sessions being conducted at a school away day. The staff sessions were conducted in small groups with practical experience and solutions with ample time to discuss various student examples.

### **3.3.4 Case Study 6: School of Computing – Jewel & Esk College**

Jewel & Esk College Computing department were recruited through a key contact in the project Emily Alder, ASA, who worked very closely with FE colleges to promote the project. A meeting was arranged to explore the concept of using the synchronous technology to enhance the journey for articulating students. It was acknowledged that the current provision was a high standard and implemented early in the student's journey by provision of face-to-face tutorials from the key staff at Edinburgh Napier University. Jewel & Esk College were receptive to the idea of implementing the technology in conjunction with the University but further exploration of the provision of articulation concluded that the application of this technology would not be applicable within the service already in place.

### **3.3.5 Case study 7: School of Life Sciences, Sport Sciences, BSc top-up programmes**

A meeting was arranged to investigate the potential of incorporating the technology into the Sport Science programme which articulates students from different colleges. After extensive discussion, it was concluded that the organisation and course structure was tailored, over many years, to successfully provide support to their students. It was acknowledged that they have more students articulating than would be possible to enter into the Elluminate Live! room. Taking this into consideration the practicalities of adopting the technology would not be applicable to this programme. It was also acknowledged that when making contact with the programme leader the students had dispersed for the summer, many taking up sport

associated jobs across Europe, and the potential to make contact with them to participate in the project would be impossible.

There was an acknowledgement that the synchronous technology may have benefits in students talking between the colleges.

## 4. Overview of Wider University Issues

While the current project has been running (March 2010 to December 2010) there have been other parallel projects which would have added value to the implementation of the project.

The first project was conducted by Colin Gray within Academic Development, the **Illuminate Usage Report March 2010**. This project was initiated to analyse the applicability of relicensing this synchronous technology within the University. In summary, they acknowledged that within the University there is a greater interest in the technology, in general, however to date there are 19 modules currently using the technology. Within these modules the analysis shows that academic staff are using the technology for small group teaching with numbers never exceeding 25 participants. The license agreement for Illuminate Live! means that the overall system should not exceed 50 participants at any one time. Supporting the current use of the technology have mostly been given by academic staff within the School of Nursing, Midwifery & Social Care delivering postgraduate, distance learning education or Academic Development in running the Blended and Online Education Masters programme. It would appear that there is little use across the University when delivering undergraduate or the international programme.

### 4.1. Use of technology

Gray's (2010) report highlights that although training is available the majority of staff are not engaging; recently the numbers are increasing. The student transition project identified three areas for consideration.

- Academic staff were unaware of how synchronous technology could enhance their programme's student transition.
- Academic staff made contact when they were interested in pursuing the technology for a different reason than student transition.
- Further education staff were more willing to consider the use of implementing the technology to enhance the student experience.

Taking each point in turn, there are a number of student transition projects currently underway in Edinburgh Napier University, which can be seen from the many posters and presentations delivered at the [\*Learning to Learn: enabling academic transitions for all our students\*](#) conference in June 2010. A number of academic staff have worked closely with their colleagues in International and Further Education programmes to ensure that their student transition process is tailored to the individual country, college or discipline. Many were eager to listen and take into account the affordance of the synchronous technology on the student experience. However in case study 1, although this appeared as an ideal opportunity to enhance the student experience, there was little chance to pilot a practical session. In case study 2, again the process of setting up the student groups failed to materialise in time to pilot the technology. In case study 6 the technology could not cope with the numbers articulating into the department.

The second bullet point, highlighted that there is a need to employ the technology for different uses and, with raising awareness of the project, other academic departments could see that the technology could be useful for other activities which included external and student assessment and programme boards. The staff requiring support for these activities have been valuable in trialling the technology from different countries allowing the student transition project to herald the potential of using this technology in an international situation.

Many academic staff were new to the use of this technology and required training in order to consider the technology in their teaching and learning for the student. Therefore a majority of the time spent on the project was in training participants on the functionality of the technology and testing out the potential for student activity.

It could be argued that the ideal programme recruitment in the project was hampered by academic staff perceiving that this technology would increase their workload while they got to grips with instructing themselves and their students. The training provision for this technology is delivered currently by Academic Development in a workshop-based format with both face-to-face and online sessions. Tailored instruction implemented in case study 4, where staff workshops proved successful at introducing the School of Nursing, Midwifery & Social Care to Elluminate Live! are now currently being followed up by academic development.

The last bullet point, where FE colleges appeared to be more receptive than University staff may come from the extensive work of two major projects conducted by Academic

Development: The first project was the [TESEP](#) project where technology-enhanced learning was developed with key college partnerships. This partnership has been further developed recently with the [ELRAH](#) funded initiative with development of [Introduction to teaching and learning in Higher Education in Scotland's Colleges](#) education provision. This has generated key personnel in positions to raise awareness and network within the college environment.

## **5. [Action Plan](#)**

This action plan is based on the [University 's New benchmarking for the use of technology in modules](#) , to give key indication as to the positive aspects of implementation that could be embraced with in a lectures teaching and learning tool kit.

### **5.1 Are you new to the use of technology?**

**'If you are completely new to online technology, there are simple ways in which to *enhance* your module while becoming familiar with online tools before incorporating them into your teaching.'**

When considering a new technology, to enhance your teaching and learning either individually or as a programme, the journey to implementation can be made easier by appropriate instruction available either at organisational level through academic development or from peer members from within the department. Developing personal and student skills can be perceived as time consuming, but would afford further benefits; introductions to course material and participants, improvement of academic language or spoken language (case study 1), tracking student progress, retention, and real time feedback (case study 4, 6). Elluminate Live! has specific benefits which could increase flexibility in tuition with the socialisation structure of face to face teaching. This project will signpost to JISC and Edinburgh University guidance on the functionality of Elluminate Live! to make the introduction into courses and programmes appropriate to enable student engagement.

### **5.2 Who are the students on your course?**

**'If they are new to HE, will they have the skills to work largely independently online and be able to cope with aspects of your module that you *extend* or *empower* with use of technology? If they are distance students, what interaction**



**might they want from an online course? What IT skills might they have, and what equipment will they need access to?’**

Introduction of a new technology will take time to introduce, even when the willingness from the student population is evident and there may be many points at which you lose student engagement. This project provides documentation to signpost students and staff through the access process and participation. This documentation could be introduced as within a face to face session or pre-reading, to explain the technology and demystify the teaching interface. To engage students when using Elluminate live ! in the articulation route it may be incorporated in workshop format as part of a structured session for example writing skills which can then be taken further by using the technology to build on the face to face session. Elluminate Live could also be introduced as a drop in question and answer session with defined office hour interaction: this interaction could incorporate peer to peer, mentor or tutor interaction.

### **5.3 Consider your subject before the technology**

**What are your students to learn, and how might technology support this? If critical understanding is important, might you *extend* or *empower* your module through use of discussion boards or blogs to offer a more reflective exchange of views? For the coursework they are undertaking, would your students benefit from having a rich range of resources ‘up front’, or having shared online working spaces (e.g. wikis)?**

The staff conference on [Learning to Learn: enabling academic transitions for all our students](#) provided an insight into the collaboration potential of [wikis](#). It has to be acknowledged that the use of synchronous technology could come in a few formats, for example instant chat with facilities on MSN and Facebook. One advantage of Elluminate Live! technology in comparison to other synchronous technology is that it affords a structured teaching and learning with the added inclusion of socialisation. Students have the ability to learn together, taking them into the next year of their programme. Again as in case study 1 this could prove constructive when addressing the standard of spoken language with international students.

### **5.4 Ensure just-in-time guidance is available**

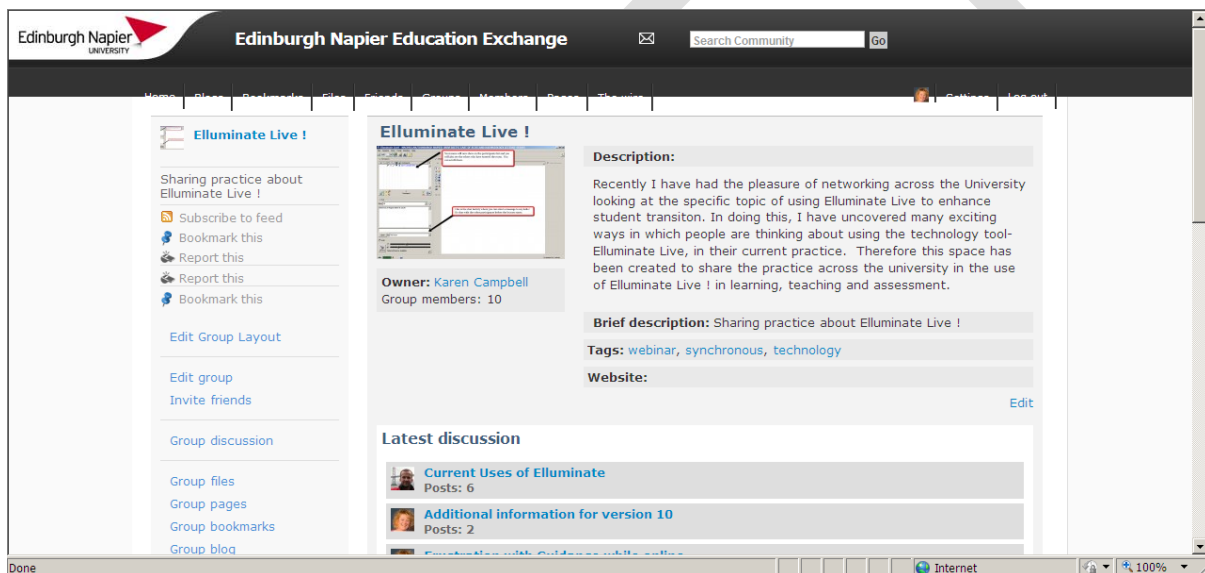
One of the main aims of the project was to develop key guidelines for practice with Elluminate Live! within Edinburgh Napier University. During the lifetime of the project [JISC-](#)

[Elluminate Live good practice guide](#) has been produced and also offers [video tutorials](#) for academic viewing.

Departmental guidance was produced to cover more practical aspects of troubleshooting including guidance for the computer and headset preparation (Appendix 3), and a video of the key stages of [‘How to Access the Classroom’](#), and this was also produced in word document format (Appendix 4).

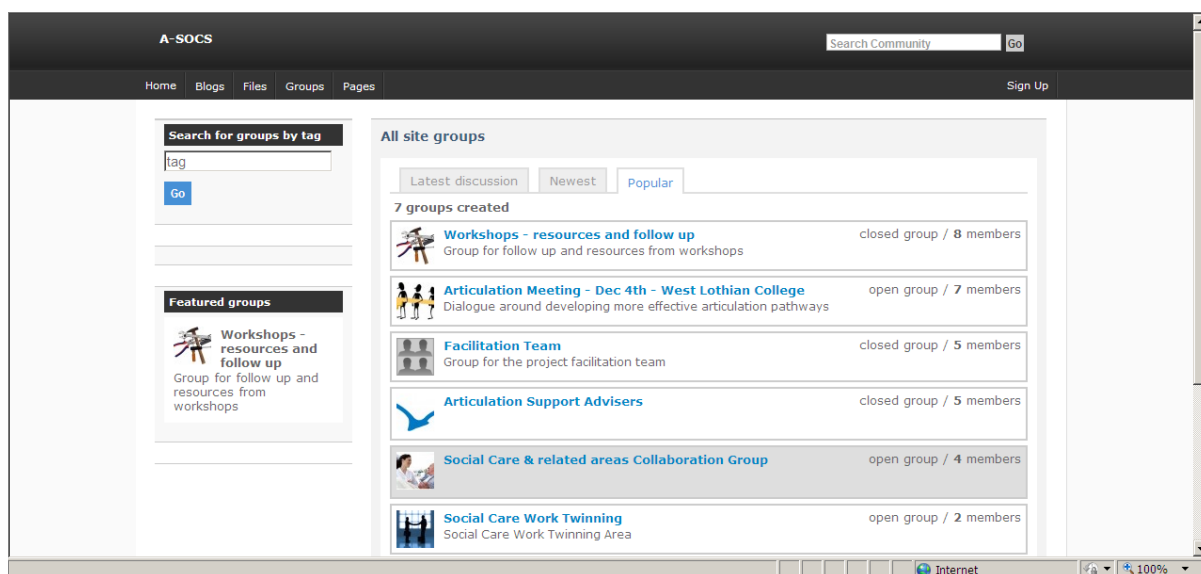
## 5.5. Dissemination

As an example of a social space for academic staff within HE and FE institutions to share practice on the use of Elluminate Live!, shown below is the development of the Elluminate Live! site on Edinburgh Napier Exchange.



The screenshot displays the Edinburgh Napier Education Exchange website. The header includes the university logo, the site name "Edinburgh Napier Education Exchange", and a search bar. The main content area features a group page for "Elluminate Live!". On the left, there are navigation options such as "Sharing practice about Elluminate Live!", "Subscribe to feed", "Bookmark this", "Report this", "Edit Group Layout", "Edit group", "Invite friends", "Group discussion", "Group files", "Group pages", "Group bookmarks", and "Group blog". The central part of the page shows the group's description, owner information (Karen Campbell, 10 members), a brief description, tags (webinar, synchronous, technology), and a website link. Below this is a "Latest discussion" section with two entries: "Current Uses of Elluminate" (6 posts) and "Additional information for version 10" (2 posts). The browser's address bar and taskbar are visible at the bottom.

This site has potential to also be placed on the [A-SOCS](#) social networking site to raise the profile of the project within the further education establishments.



Dissemination was also achieved by presenting orally [Learning, Teaching and Assessment at Edinburgh Napier: celebrating our practice](#) and by posters at [Learning to Learn: enabling academic transitions for all our students](#).

## 6. Conclusion

In conclusion this specific articulation project on introducing the use of technology affords opportunities that could feed into future projects or further research. Elluminate Live! has the potential to explore the use of the virtual classroom to enhance the language skills and socialisation of the students coming from abroad to our Scottish culture. Elluminate Live! has great potential at delivering revision lessons and key skills that are required for entering into a programme of study within the University. Currently both these situations are addressed by individual programmes on a face-to-face basis, depending on the discipline and number of students. It may be in the current climate of financial restraint and green house footprint implications for travel and resources, implementation of the use of the Elluminate Live! will become an addition to the lectures tool kit in the provision of teaching and learning at Edinburgh Napier University.

The seven case studies present various scenarios that introduce the interest areas university wide in the use of the synchronous technology. I was enthused by the co-operation of the Edinburgh Napier University and Further Education college staff in engaging with the

concept of the technology and the willingness to discuss various options of piloting with their student population. To make the project work, all partnerships were required to come together in the time allocated to the project, which singularly was the main reason for the lack of engagement and piloting outcome.

The training issues associated with this technology were underestimated and the main aim of the project focused on just-in-time guidance to encourage innovative practitioners to run with the technology when they have a specific teaching and learning goal in mind, to enable enthusiasm to win over the pitfalls. Therefore one of the key recommendations of the project are to introduce the use of Elluminate Live in key areas of academic development to embrace the use of Elluminate Live ! in the university, ensuring that the technology is embedded in general practice, and not seen as a luxury or alien, but an essential item in the lecturer's tool box.

DRAFT

## Website Addresses

Articulation Support Advisors (ASA) <http://www.elrah.ac.uk/Elrahinfo.htm>

Articulation Social Online Collaborative Space <http://www.articulationsocs.com/>

Campbell, Fotheringham and Gray (2010) Enhancing the effectiveness of articulation through professional development (EEAPD)

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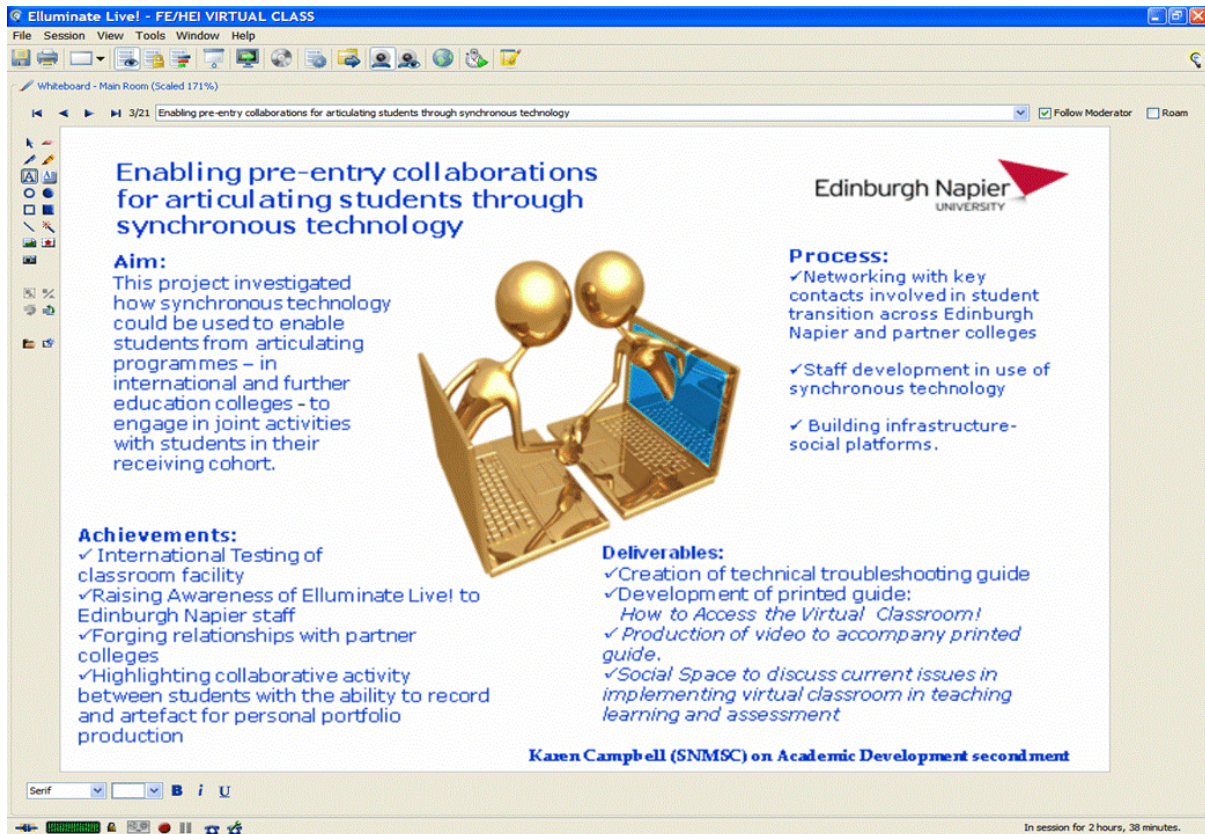
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DRAFT

## Appendix 1

Poster presentation at Learning Teaching and assessment at Edinburgh Napier: celebrating our practice <http://www2.napier.ac.uk/ed/staffconference/jan2011/>



The screenshot shows a virtual classroom interface titled "Elluminate Live! - FE/HEI VIRTUAL CLASS". The main content is a whiteboard with the following text:

### Enabling pre-entry collaborations for articulating students through synchronous technology

**Edinburgh Napier UNIVERSITY**

**Aim:**  
This project investigated how synchronous technology could be used to enable students from articulating programmes – in international and further education colleges - to engage in joint activities with students in their receiving cohort.

**Achievements:**

- ✓ International Testing of classroom facility
- ✓ Raising Awareness of Elluminate Live! to Edinburgh Napier staff
- ✓ Forging relationships with partner colleges
- ✓ Highlighting collaborative activity between students with the ability to record and artefact for personal portfolio production

**Deliverables:**

- ✓ Creation of technical troubleshooting guide
- ✓ Development of printed guide: *How to Access the Virtual Classroom!*
- ✓ Production of video to accompany printed guide.
- ✓ Social Space to discuss current issues in implementing virtual classroom in teaching learning and assessment

**Process:**

- ✓ Networking with key contacts involved in student transition across Edinburgh Napier and partner colleges
- ✓ Staff development in use of synchronous technology
- ✓ Building infrastructure-social platforms.

**Karen Campbell (SNMSC) on Academic Development secondment**

The whiteboard also features an illustration of two golden figures sitting at laptops, representing collaboration. The interface includes a menu bar (File, Session, View, Tools, Window, Help), a toolbar, and a status bar at the bottom indicating "In session for 2 hours, 38 minutes."



## Appendix 2

### Simple Questionnaire

#### HNC Students Introduction day

Karen Campbell  
Macmillan Lecturer in Cancer Nursing

What are your feelings about coming to  
University?

- A) excited
- B) frightened
- C) not bothered

Would you like a 1<sup>st</sup> year student to  
discuss your concerns about the course?

- a) Yes
- b) No
- c) Maybe

### Do you use Facebook?

- A) everyday
- B) occasionally
- C) Never

### Do you use MSN?

- A) everyday
- B) occasionally
- C) Never

### Do you use Skype?

- A) everyday
- B) occasionally
- C) Never

Have you ever accessed lectures on line ?

- A) Yes
- B) No
- C) don't know

Have you been in a virtual classroom before?

- A) yes
- B) No
- C) don't know

Would you consider using a conferencing tool to ask questions about the course?

- A) yes
- B) No
- C) Don't know
- D) I would give it a try!