

CASE STUDY



BLACKBURN COLLEGE

CultureShift: embedding technology in staff and student practice

From the learners' perspective

PROJECT LEAD

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1. BRIEF OVERVIEW OF CASE STUDY

Tyrone is a Level 2 Sports student who participated in the project with Elaine his Curriculum Support Tutor. He tells us his story of how learning technology can make a great difference to an individual's educational experience and achievement. Share this case study with tutors and those responsible for additional learning support to help identify new ways to support and engage learners with additional learning needs in the classroom through the use of learning technology.

2. WHO COULD BENEFIT FROM THIS CASE STUDY AND WHY

The case study will benefit:

- Quality Managers who wish to support staff with techniques and resources to embed the use of technology within curriculum;
- Human Resources/Organisational Development teams responsible for staff development who want to develop staff technology skills;
- Those responsible for providing additional learning support to learners who would like to develop their own use of technology and those of their learners;
- Curriculum staff who are keen to develop their skills to support learners within the classroom.

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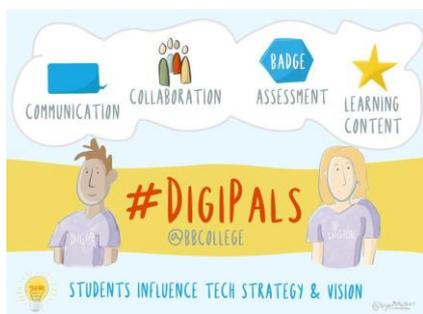
From the learners' perspective

3. ABOUT BLACKBURN COLLEGE

Blackburn College is a large Further and Higher Education college in Blackburn, Lancashire. The College has been delivering training and education for over 125 years and is the largest provider of college based higher education in the country. Currently over 15,000 students are studying a range of qualifications, including:

- A Levels;
- Apprenticeships;
- Vocational qualifications from Entry Level to Level 3;
- Foundation Degrees;
- Degrees;
- Professional qualifications.

www.blackburn.ac.uk



4. WHAT WE SET OUT TO DO AND WHY

Blackburn College's staff 'DigiPals' worked with a number of staff members across the College to improve their confidence and skills in the use of learning technology within the classroom. Their learners were engaged through the process and Tyrone chose to participate in the project with his Curriculum Support Tutor.

Tyrone is an eloquent speaker; however, he has severe dyslexia and struggles to write down his thoughts. He was keen to try new ways that could help him improve his work and progress through his Level 2 Sports course.

Tyrone particularly struggled with report style assignments and so he wanted to find an alternative solution that could help him achieve higher grades.

Through consultation with Elaine and 'DigiPal', Jade, they decided to trial BlendSpace.

5. EVIDENCE OF IMPACT

Tyrone found BlendSpace helped him to organise his work as it provided a structure for him to create assignments and it prevented the 'blank page fear' that he often felt with report writing.

BlendSpace was the ideal forum for Tyrone to be able to collect his ideas and display them in a way that can be assessed.

As a result, Tyrone achieved a pass for his Injuries in Sport module with the first submission and he has now progressed on to a Level 3 in Sport. Tyrone's confidence has increased and



he is now using a range of ILT resources without additional learning support:

- Twitter to engage with his peers outside of class;
- Prezi to prepare an assessed presentation.



6. LESSONS LEARNED

The collaboration between the learner and the Curriculum Support Worker was key in the initial stages. Elaine supported Tyrone to get started with BlendSpace, guiding him through the registration process. However, once they'd got used to the application Tyrone was able to work independently and he now has the confidence to use and try a range of Apps in his Level 3 Sports qualification.

It is important to listen to the needs of the learner and not try to use the same approach for everyone. Tyrone was introduced to a range of resources, but he chose which resources would benefit him most.

It is also important not to make assumptions. Although the majority of young people do own a smart phone to be able to download and use Apps, Tyrone did not. Therefore, the resources must be tailored to the technology that is available both within an organisation and for individual learners. Always consider an alternative.

7. TOP TIPS FOR SUCCESSFUL IMPLEMENTATION

- Learners willing to engage and embrace new learning technologies;
- Teaching and Learning Support staff with the enthusiasm and expertise in trialling new learning technologies;
- Tutors willing to support learners to trial new learning technologies;
- The availability of peer support roles and mechanisms to provide staff with practical support.

8. SUPPORTING RESOURCES

- **Resource LearningWheel - Assistive Technology LearningWheel;**
68 suggestions how to use a range of assistive technologies mapped to each of the four modes of engagement.
- **Resource LearningWheel – BlendSpace;**
A visual guide that suggests a wide range of opportunities available within each of four modes of engagement for BlendSpace.
- **Resource LearningWheel - BlendSpace: Easy steps;**
How to set up BlendSpace in 8 easy steps.

- **Contextualised LearningWheel - How to use Twitter to engage learners studying Sport & PE.**
68 suggestions how to use free digital resources (apps, websites, videos, slideshows) linked to Sport & PE curriculum that supplement traditional learning content.

9. CONTACT DETAILS

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