# APPENDIX 1

# DIAL Groups project updates for DIAL draft report June 2013

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## Library Services things Unlimited update for DIAL draft final report

Library Services things Unlimited project update for the DIAL project draft final report. This project focuses on digital information literacy, addressing this initially through a process of discussion and confidence building with Library Services staff.

See [project overview](http://process.arts.ac.uk/content/things-unlimited-project-overview).

* 1. **What benefits has your project delivered and who are the beneficiaries?**

Enable the production of learning tools for library staff ([Zotero, Research Data Management](http://arts.ac.libguides.com/zotero)) DIAL coincides with Library Services initiatives on staff development and strategic ambitions to extend the library services offer in digital information literacy, so students, researchers and other user groups will ultimately benefit.

Provided a medium for library staff with specialist knowledge to share this with other staff

Provided a medium for engagement with other University colleagues on digital information literacy

Each resource also acts as a source of data and information for further publications and user facing guidance

* 1. **What other impacts has your project had?**
* Started a process of engagement with OER production
* Developed the skills of those staff involved with the DIAL project (e.g. models for digital information literacy, production of OERs, additional research for the production of the “things”, etc)
* Raised the profile of UAL in this area, with the [submission of a poster at LILAC 2013](http://process.arts.ac.uk/content/feedback-lilac-conference)  
  1. **How will the project be developed further/sustained?**
* Currently the first resource is being evaluated. It has been well received, with useful feedback for the development of future resources:
* *When we release the resources, they need re-branding. Things Unlimited has been a good project name but isn’t helpful for users, after some discussion we decided on* ***Discover...***
* *Questionnaire feedback: we asked 13 library staff to feedback, and the feedback has been good. Jess to write this up.*
* *We will aim to produce 3 resources for the end of the month (Zotero, RDM and Open access and Creative Commons)*
* *Action: David to set up templates, Jess to populate.*

* *Delivery: The resources can be linked to from many different places, but will sit on the Library web pages in “How do I.”*

* *On release we will change “Tell us about it...” so that the feedback is relevant.*

* *Concern was raised about promoting Zotero when it didn’t work properly on the University clone. Jess has emailed Phil Swain (Associate Director of Service Management.)*
* We plan to launch over the summer with the first 3 resources, and invite others in the department to add to this list, so we are looking at a self sustaining model.
* We chose [LibGuides software](http://www.springshare.com/libguides/benefits.html) as it’s already in use in Library Services and relatively easy to use. We have a set up a template resource so that others can either produce resources themselves, or give us the content to produce one.
* We haven’t allocated additional resources to the production of the LibGuides; the main commitments required are the possession of digital information skills, and willingness to share them by engaging with the project.

## Video presentation skills workshops info for DIAL draft final report

Video presentation skills workshops info for DIAL draft final report, the DIAL project led by Laura North set out to help students develop video presentation skills as well as provide support for UAL staff who wish to teach students about video presentation skills.

**See** [project overview](http://process.arts.ac.uk/content/video-presentation-skills-project-overview)**and** [project resources](http://process.arts.ac.uk/category/project-groups/presentation-skills).

* 1. **What benefits has your project delivered and who are the beneficiaries?**

MA Fashion Entrepreneurship students at London College of Fashion - improved confidence and ability to structure video presentations, and each student now has a video pitch which they can use to promote their business or project.

As it is designed to be run on this course in the future, each cohort of students will benefit.

Staff more widely. We have shared resources on DIAL blog and process.arts, including a detailed description of the different components of the workshop to help others run the workshop:

<http://dial.myblog.arts.ac.uk/2013/02/03/video-presentation-skills-workshops-an-overview/>, as well as a video resources outlining the lessons learned so the model can be improved on. The resources that we produce from this will be circulated and can help UAL staff, but also staff more widely across the HE sector, and the students that they teach.

* 1. **What other impacts has your project had?**

We collaborated with Chitra Buckley, course director, to devise the training and lead the workshops, so she developed skills around leading a video presentation workshop, which fed into her PgCert.

Discussion around presentation skills via DIAL and process.arts

Increasing enterprise employability skills on the curriculum

My skills around how we develop workshop models as part of a course, embedding employability and enterprise skills on the curriculum, and the production of Online Educational Resources.

Outlining the lessons learned has helped us restructure the workshop and its content and deliver it again.

Developing an effective collaboration between academic staff and other University departments

Students have been involved in the creation of their teaching, giving feedback and helping develop the structure of the training

* 1. **How will the project be developed further/sustained?**
* Running another revised workshop with Chitra Buckley in June 2013
* From this event, we are creating resources that are designed to help staff teach the skills to their students - this makes the work sustainable by allowing existing staff to deliver training themselves.
* **The resources will include:**
  + A short video guide for staff about how to run the workshop (The video will be step by step guide to how you run the video presentation skills workshop, using footage from the workshop itself)
  + A written structure for the workshop
  + The filmed presentation of the elevator pitch training that staff can play in full to their students
  + The accompanying Powerpoint presentation which staff can adapt and present themselves
  + Evaluation forms for the students to use in peer assessment
  + A feedback form for students to complete
  + These resources would be similar to another set of OER that I created for another project to embed presentation skills on the curriculum: [speakingoutevents.com/education/lcc/](http://speakingoutevents.com/education/lcc/)
  + After completion of this stage of the project, I would identify further steps including devising staff training and trialing out the resource packages with tutors, who would use them to teach their students video presentation skills.

## Reflections on the DIAL – Learn IT collaboration

Please see updates below from Christine Kelly from [Learn IT](http://www.arts.ac.uk/humanresources/support/development/learn-it/) reflecting on the [Professional On-line Identities project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) (POI) collaborative work [DIAL](http://dial.myblog.arts.ac.uk/), [SEE](http://see.arts.ac.uk/) and Learn IT have been involved in over the past year and a half:

**See** [project overview](http://process.arts.ac.uk/content/professional-online-identities-project-overview) **and** project resources

* 1. **What benefits has your project delivered and who are the beneficiaries?**

The Professional Online Identity project has enabled cross collaboration for Learn-IT with other key stakeholders within the University, SEE, CLTAD, DIAL and various Associate Lecturers. **It has highlighted the benefits of pooling the talent and expertise within these teams, enhances this and future projects within the UAL and shares knowledge and expertise of each department.** It has also benefited the staff and student engaged in the project, which can be fully evaluate with further feedback after the final course delivery.

* 1. **What other impacts has your project had?**

The project has highlighted clearly what students would like to know with regards to having an online presence, the cohort used were not experts in technology or a cohort on a technology led course. This helps Learn-IT with the development of their courses for Staff in the next academic year.  Equipping Associate Lecturers and other staff with understanding the IT needs of students leaving the University, for example opening up the project to staff and student has and will allow for the sharing and cascading of skills and learning.

* 1. **How will the project be developed further/sustained?**

Learn-it strongly believe that UAL promoting and supporting students and staff with the professional online experience, should be a high priority within the student experience. The work involved in piloting this project and the content could effectively be evaluated and developed further into an optional or mandatory part of the curriculum across**ALL** colleges.  Learn-IT’s consultancy role within UAL has found that there are varying levels of support and expertise students receive from academic staff and IT services. Students need support with digital technologies to extend their learning, whatever their required discipline and level they enter the University at.  Learn-IT are not clear where the project would sit, but are invested in supporting and developing the course content further after final evaluation.

1. Organisational Development and Learning working in partnership with DIAL

**See Appendix 6 local strategy impact example**

## POI Programme - IP and Creative Commons Sessions Feedback

In April and May we finally saw the launch of DIAL [Professional Online Identities project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) (POI). A series of talks, workshops, drop-in sessions and other activities have been organised and are still running as part of the [POI programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013).

**Please see some of the feedback below, gathered during the workshops:**

[A mystery revealed - Copyright, design, trademark and patents](http://process.arts.ac.uk/content/mystery-revealed-copyright-design-trade-mark-and-patents-students-workshop-1)

[Creative Commons - sharing and promoting your work online](http://process.arts.ac.uk/content/creative-commons-sharing-and-promoting-your-work-online-workshop-2)

Silvia Baumgart has led the Project and it has been organised together with the Centre of Performance Course. The sessions were scheduled for the 3rd and 15 of May 2013 – CSM.

Silvia works is with [**Own-it a UAL** **service**](http://www.own-it.org/) that provides advice, information and learning resources on copyright, design rights, patents, trade marks, branding, confidentiality agreements, licensing and other IP related contracts. Own-it delivers workshops for students as well as responding to queries through our online enquiries system.

* 1. **Overview**: Creative Commons is sometimes misunderstood as providing some sort of alternative to copyright. In fact, the whole system is based on the principle that authors of creative work should keep control over their work. It is a simple to use and effective licensing system, which makes it easy to share work with others and promote yourself online.

The Professional Online Identities project aims to identify and support development of specific digital literacies/hard and soft skills (Presentation and Relational skills) in maintaining professional online identities with the aim of enhancing student/graduate employability and industry readiness.

The session followed a previous session held on the 3rd of May on Copyright, design, trademark and patents, which looked at the reality of A & D students, who constantly create work, which is protected by copyright or design right. As well as the likelihood of using other people’s work, which are also protected by certain rights while you are researching and developing projects. The aim was to make students aware of these rights, especially because they would need to promote their work online through social media.

**EVALUATION Results**

* 1. **Questionnaire asked to the students after the session.**
* Did you find the seminar useful?
* How do you think this knowledge will impact on your immediate development?
* What about the more long term goals?
* How did you find out about the workshop?
* Was the communication clear and the booking system user friendly?
* Any suggestions you would like to make for future activities?

**RESULTS - of the group of 7 students**

* Everyone find it useful, we had comments such as: informative, very useful, the second session help to clarify the IP session from last week, etc...
* All the students asked, stated that they were now more aware of their rights and of what to post online.  A students felt that now he would be more confident but also careful in disseminate his images as he felt more able to prevent people from taking advantage.
* Another student said that she would pay more attention to the images she uses before uploading them online as she may be infringing copyrights.
* Another student felt that the awareness she gained from these sessions will be not of immediate use but very important for her future job as she wants to start her own business, so it will be useful for her future career.
* The total number of students attending were 11 for the session on IP and 9 for the session on Creative Commons. To the question on how did they find out about the seminar the majority of the students attending answered that it was on their course timetable and that they did not have to book it. They thought that many students on their course though would not have known about it as more would have attended and benefit from it. (this comment was on the suggestions question asked) . From these results it seems that including the information into the course timetable is more effective than the promotion via email using the SEE network. Though we did have two students that arrived through the SEE channel and that booked online and that system is very important for alumni that have now left UAL.
* Regarding the suggestions other points made were:
* More sessions to learn about professional identities, etc.… \* Let the visitors know about the seminar.\* Wanting to learn about ‘How to promote and share my work online’ technically and how to do it professionally. \* Another request was regarding location, a student felt that outside the room was too noisy and this was disturbing the session.
  1. **Questions asked to Silvia**
* How being involved in the DIAL project has impacted on your activity
* Did you find it beneficial?
* How?
* What would you like to see in the future?
* Could you articulate where the project is moving to and what it is contributing towards?

**Silvia’s** **answers**

* Expanded on the development of the content for the IP sessions that I usually teach.
* 2 / 3. Yes very beneficial. It expanded the channels of promotion via Course directors and the sharing of resources.
* More diverse content – development of teaching practice/ research into IP issues relevant to digital media practice.
* Creating new resources we can share: eg: podcast, interview, slides etc…
* Overall in my experience is very difficult to engage students in the subject matter of IP but putting it in the context of digital identities make it more relevant to the students so it is a great way of making it accessible. Inserting it in the DIAL project has certainly created awareness amongst the students, who took part and it is more likely that they engage with the Own-It service when they need to later on.
  1. **On the question of why it is difficult for students to engage with the subject of IP, Silvia answer was:**

IP is a very alien subject and difficult to understand for any person. It is also a subject that is not in the mind of creative students since it is in most cases not relevant to their practice (apart from appropriating or using other people's work in their own work for which they would need permission) but can become very important in their professional lives (when they are more likely to engage with it). IP is mainly seen from the perspective of plagiarism but the emphasis should also be on creating value for creative professionals in their business.

**Silvia’s final Considerations**

I think that it is really important to find out what is the most effective way of engaging the students to take part in such a programme - timetabling (if possible), Process Art (or any other university blog) - SEE? Or a good mix of everything. I tried to do these sessions with the learning zones (library services) and they put up a lot of posters but I had only three students on the day... Not sure if it's also a time issue? Perhaps we need to start planning earlier so that they have these sessions at the beginning of the new academic year not at the end towards their degree shows.

## Digital literacies for open education

DIAL have worked closely with open education projects and developments across the university exploring the link between open practice and open digital literacies. DIAL are releasing all its [resources](http://process.arts.ac.uk/content/dial-projects-and-activities) as open educational resources (OERs).  DIAL are currently in the process of mapping the UALs 'hidden' open education landscape, during the past two years DIAL has identified many individuals practicing mostly voluntary open educational innovation across the university, see some [UAL sites here](http://process.arts.ac.uk/category/discipline/research-practice/ual-blogs-websites).

* 1. **Please see DIAL open education activity below:**
* DIAL blog: [Open education](http://dial.myblog.arts.ac.uk/category/open-education/)
* Open education at [UAL year one evaluation](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/)
* [Open and Flexible Learning group](http://process.arts.ac.uk/category/project-groups/open-and-flexible-learning) on process.arts
* DIAL created a '[open education at UAL](http://www.arts.ac.uk/cltad/researchprojects/openeducationatual/)' page and [promoted at OER13](http://www.ucel.ac.uk/oer13/sponsors.html)
* Below is a short reflective overview by John Casey of the work of CLTAD open education projects at UAL and their collaborative work with the DIAL project (mainly the ALTO UK project) and the emerging relationship between digital literacy and open education in general.
* The ALTO UK project collaborated with the DIAL project in the events in 2012. See Category Archives: [Open education (group](http://dial.myblog.arts.ac.uk/category/open-education/))
* 11th Jan [CSM Focus](http://dial.myblog.arts.ac.uk/2012/01/20/meeting-notes-open-education-at-the-ual/) group - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 7th July LCF OER & Copyright workshop about 15 people - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 18th Jan OER Workshop at UAL CLTAD Learning and Teaching Conference - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 29th March LCF OERs and Learning Resource Management – small focused meeting about how to manage course materials - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 8th March CSM OER Focus group (teachers full and part, critical friend, and teaching techs. Interest expressed in joint development of a drawing course) - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 13th March Chelsea Focus group - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* 25th April [Wimbledon College](http://process.arts.ac.uk/content/what-does-open-educational-practice-mean-you) Focus group - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)
* ALTO UK and DIAL contributed to the design of the [UAL CLTAD Open Academic Practice Unit](http://process.arts.ac.uk/content/open-practice-unit-ual), PG Cert Development Strand unit.

**What were we aiming to achieve?**

Generating debate about the OER that addresses peoples’ fears, (mis)conceptions, and aspirations for what it might achieve and links to digital literacies.

* 1. **General reflections and Current Developments**

Open Educational Resources and Practices are closely related to each other, as open educational resources are only really open to those who have the digital literacy to use (and produce) them. The language surrounding both fields can be difficult to ‘outsiders’, with lots of acronyms and jargon, this is partly a result of the culture of the funding agencies in these fields who have maintained a sizeable consultant workforce who have produced what, at times can seem like a ‘closed shop’ of documentation and terminology – where the underlying concepts are in danger of being abstracted to destruction. Although done with good intentions this can and does limit the reach and impact of such short funded projects.

Looking forwards, the ALTO UK project found that the creation of OERs provides an excellent diagnostic ‘opportunity’ to identify digital literacy needs (both hard and soft) in the context of a practical environment and that it would be sensible to build such activities into staff development and student curricula. The benefits of this would be to develop embedded understanding of digital literacies/fluencies amongst students and staff and help participants better understand premise of their professional digital ‘trace’ and consequent profile. At UAL a policy proposal that would include measures to link open education and digital literacies in such a way (working title Open UAL) is being discussed by senior management, this is directly based on the experience of the ALTO UK and DIAL projects.

Read more about the [Open Scholarship Policy – Discussion Document](http://blogs.arts.ac.uk/alto/2013/02/28/open-scholarship-policy-discussion-document/)

## DIAL project update below form DIALs SEE project partner Katie Mills.

Having produced this summary and reading through the impact and value of the project it really comes to light just how valuable it has been, particularly in testing new models for internal collaboration and in relation to our own team and staff’s awareness to the importance and valuable of digital skills and professional identities within our area of work. I really hope you get further support and funding to take this work forward and we/SEE are eager to remain involved and build on the great work done so far.

* 1. **What benefits has your project delivered and who are the beneficiaries?**

The immediate beneficiaries of the project have been the students and staff who have engaged with the project, either as participants of events and workshops or as part of the delivery and support team who have also benefited from raised awareness, skills and knowledge of digital skill and professional online identities. Beyond this through engagement in the project UAL’s Student Enterprise and Employability (SEE) department (at all staff levels) us better informed about the importance and relevance of digital literacies, skills and online professional identities for creative students and graduates in finding work and employment, and thus SEE staff and programme is now more engaged with this area of student/graduate skill development and learning. Greater profile and prominence has been given to digital skills generally (specifically professional online identities) and new workshops and events have been introduced in this area for students and graduates. The project has provided a test case and pilot which SEE can use and refer to in advocating for greater attention and consideration to be given to providing and embedding digital skills and literacy development within and outside the curriculum diversifying and enhancing employability, enterprise and careers support and experience for UAL students.

Furthermore the project has created an internal network of digital literacy on online identity advocates and champions. A diverse range of staff from disparate units and parts of the university have been given an opportunity to meet and collaborate on related activities, creating a ‘known’ pool of staff who can further support and contribute to talks, workshops, initiatives and other events to support student, graduate and staff learning and understanding in this area, at course, college and institutional levels. The project has also provided an opportunity to raise the profile and understanding of SEE, Own-It (UAL’s intellectual property advice unit) and Learn-It at college and institutional level, enabling these units to engage with new audience groups and showcase their value and expertise in relation to online professional identities, digital skills, IP and employability.

* 1. **What other impacts has your project had?**

SEE’s improved understanding of the relevance and importance of digital skills and professional online identities for finding and sustaining work, employment and creative practice has influenced strategic decisions around SEE’s service and support priorities and provision across UAL. The project has also led to further pilot initiatives and new partnerships which may otherwise have been overlooked by SEE. An example of this being the recent decision to pilot a one day ‘learn to code’ tech jam in partnership with Freefomers, an external social enterprise start-up. The tech jam was run at London College of Communication but was open to all students, graduates and staff from all of UAL’s colleges. Internally the tech jam was coordinated by SEE, LCC Digital Space and Marketing team, working together for the first time.

The project has also been a pilot for a new model of teaching and learning at UAL, whereby students, graduates and staff have come together for training. Beyond the advantages of diversity within learning groups (e.g. age/generational, professional status/level, etc) this has given key UAL departments and staff, with very different remits and target audiences, the opportunity to work together, offering a unique (first time) opportunity and justification for aligning, combining and maximising effort, time and budgets for greater impact and reach.

The project has also provided some valuable research and data on students’ perceptions, interests and needs in relation to professional online identities which can be used by various internal stakeholders, including SEE and tutors and CLTAD to inform further communication and investigation within this area.

* 1. **How will the project be developed further/sustained?**

SEE is currently reviewing its entire support and service programme at UAL and will continue to ensure professional digital skills are reflected within our support and service offer to students, graduates and staff. SEE will also continue to utilise the internal network of staff to enhance and support our programme delivery utilising and engaging staff in our events, workshops and programmes where possible and strategically valuable.

Following the initial and successful collaboration with Freeformers SEE will use the learning and experience of this project to further expand our external network of partners to identify new opportunities for enhancing students, graduate and staff knowledge, skills and experience of digital literacies and professional identities. The findings and experiences from the project will also be used by SEE staff to further promote and champion the importance and value of embedding digital skills and literacies within the curriculum to enhance student skills and employability and wider student experience across UAL.

## Drupal UAL student developer reflections Michele Durante (See Appendix 4)

**Michele Durante BA Hons print making year 3 Feedback report on DIAL and Drupal UAL (draft 06.06.13)**

## Online reflective practice project draft final report (See Appendix 5)

**Project** [blog](http://dial.myblog.arts.ac.uk/category/online-reflective-practice/) **and project** [resources](http://process.arts.ac.uk/category/project-groups/cltad-teaching-development-projects)

## Benefits of DIAL to the Student Engagement (Digital) project: My Digital Life

The work of the Professional Online Identities group is of interest to the SE project 'audience' (students engaged in digital tech) and the POI event at LCC was really useful for gaining an insight into what kinds of advice and guidance students are seeking, as well as in giving me ideas for successful event formats.

There is a reciprocal benefit between DIAL and Student Engagement (digital) in terms of community building - e.g. I recently circulated a message about the POI workshops to my My Digital Life mailing list and a student booked straight on - so we are sharing resources and networks.

I will use DIAL as a case study, with a focus on the students who have been involved in setting up and running the projects (e.g. DIALogue students and others) - this is a good example of student engagement with projects.

It has been useful to join group discussions about digital literacy. Developing digital literacy is not the scope of the student engagement project, but is a related area of interest/concern, and it is very useful to work with the DIAL team to ensure that we are not duplicating efforts, and are pooling resources.

As a new project manager DIAL has been a useful resource for my reference, and discussions with Chris about how to progress the project have been informative and helpful.

## The Teaching and Professional Fellowship

As the final report of this project emerges, here is a short reflection on the context within which it was developed, as well as where it might lead us.

The Teaching and Professional Fellowship “Learning videos- do they work for you” benefitted from its close association with the DIAL project.  The project proposal’s aim and objectives were developed with the personal support from the DIAL and ALTO project managers, and with the help of video resources and papers on OER made available via Processarts, and the DIAL blog.

A key project objective was to contribute to enhancing learning and teaching practices by creating guidelines for producing and embedding learning videos in practical workshops. This objective is closely aligned with the DIAL objective to explore issues around digitally enhanced practices.

The range of information provided by the DIAL and associated blogs informed our project’s activities  (i.e. postings on: <http://process.arts.ac.uk/category/project-groups/cltad-teaching-development-projects>; <http://dial.myblog.arts.ac.uk/2012/05/25/should-ual-evaluate-digital-skill-levels-of-staff-and-students/>)

DIAL also provided a link with previous and concurrent fellowship winners, Laura Norton and Lesley Raven, whose commentary and shared experience was helpful to our projects progress planning.

DIAL offered a platform for sharing our preliminary findings and advised on other dissemination events i.e. conferences; this is in line with our objective to share good practice: <http://process.arts.ac.uk/category/project-groups/making-online-learning-videos>.

A draft paper will be presented at APT2013. Next Generation Learning Places and Work Spaces Conference. The University of Greenwich, July 2nd 2013. #aptnextgen <https://showtime.gre.ac.uk/index.php/ecentre/apt2013/index>, an event sponsored by the Higher Education Academy and JISC : <http://www2.gre.ac.uk/research/centres/ecentre>

**Waiting to compile other updates from projects:**

## Drupal UAL

The [Drupal UAL](http://process.arts.ac.uk/category/project-groups/drupal-ual) project aims to encourage and develop a new open support network for UAL staff and students to explore, experiment and share ideas and knowledge of using and developing Drupal ‘open source’ web environments and projects. See network - <http://process.arts.ac.uk/category/project-groups/drupal-ual>

**What we did (to date, project will continue until 2013):**

**Core team building:**

* We formed a starter group of UAL staff and students who are interested in developing a UAL Drupal network.
* The core team included [Grzesiek Sedek](http://process.arts.ac.uk/users/gsedek) (Specialist technician at CCW) and [Michele Durante](http://process.arts.ac.uk/users/mdurante1) 3rd year students at WCA and myself.
* The core team arranged to meet regularly as often as possible on Friday mornings mainly at WCA but also at CCAD.

**Project communication:**

We set up on an online space on process.arts to cluster content and resources, communicate our project and to encourage debate and participation from a wider audience.

* Information and resources - <http://process.arts.ac.uk/category/project-groups/drupal-ual>
* Forum - <http://process.arts.ac.uk/forum/2110>
* We received emails from staff and students interested in the project and from people outside UAL, the information on the site has also attracted may views.
* “I understand DIAL run drop-in sessions on Drupal? How do I go about getting involved?”
* “I'm new to UAL (adult student)  - I'm very interested in Drupal.  I've been looking at Drupal Garden and it seems very interesting.  I'd like to learn more about Drupal so I can start building my own sites in the future as I plan to do some freelance work etc.” 18/02/13”
* “I'd be very interested in attending Drupal sessions if you're having them?” [*http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013#comment-3358*](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013#comment-3358)

**Project integration and sustainability**

In order to embed the project at UAL and explore a possible sustainable future, we aligned the Drupal UAL Cop with the DIAL project (Digital integration into arts learning). Our aim was to try and extend the support (financial, technical and community) for the Drupal UAL Cop to help grow and establish the Cop long term. We did not want to start/grow a network, which was not a sustainable one as many participants need time to join and participate in such a network and to suddenly stop support/activity would be a great disappointment for most and could damage confidence in similar future collaborations. (There’s also a lot of growing interest in this area).

**The Drupal UAL project gained** £**2000 extra funding from DIAL and will now continue to run until December 2013, possibly longer.**

**Benefits of this collaboration:**

* Extra funding
* Longer/extended project timeframe
* DIAL staff support the project development
* Promotion and exposure
* Curriculum Embedding through wider project integration
* Mutually beneficial
* Technical and server support (CLTAD)
* Web site and online Cop stewarding support.
* We could do more e.g. we supported MD to attend [Drupal Con 2012](http://process.arts.ac.uk/category/tags/drupalcon-2012) as a Drupal UAL.

**Drupal UAL Drop in sessions**

We arranged a series of Drupal drop in sessions across UAL, these were attended by a number of staff and students (around 5 per session). Participants were very interested in the Cop and many spent the full 2 hours discussing Drupal with the core team. All participants said there was a real need for such a support network at UAL and wanted more sessions in the future.

**Drupal Sand pit**

In response to staff demand we set up a number of Drupal ‘sandpit’ installations for Drupal UAL members to ‘play’ with, we’ll also be using these test sites for future training, remote and face-to-face. We also found the vanilla ‘out the box’ sandpit Drupal environment useful to use at the drop-in sessions. We set up a server and aim to use these in workshops in the future, we are looking for a more sustainable method of delivering this and are looking to agreed with CLTAD use of their servers until the end of 2013.

**Lessons learned**

Planning ‘digital reliant’ events across UAL is very difficult, some colleges are not equipped or have the capacity to support ‘externally’ organised workshops as they are difficult to ‘fit in’. Some colleges had great digital facilities and people to help support the event (LCC and LCF in particular) some colleges had no suitable spaces at all for this kind of work, CCW being the least equipped.

The drop-in workshops were successfully received, although only students or staff who were available or confident enough to ‘drop in’ would participate. We are piloting an embed approach by integrating with the POI programme - <http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013>

**Challenges**

* Finding time to meet and organise events etc. is difficult.
* Encouraging online participation is difficult, the face-to-face drop-in sessions were more successful means of collaboration and communication, but the online environment is useful for wider communication and clustering ideas and resources.
* We needed a test Drupal web environment to help explain and demonstrate concepts and processes.
* People contacting us were very interested in the project but found it difficult to find time to join the group sessions (more varied/location and session types needed and regular/frequent times)
* Finding spaces at UAL that can accommodate the Cop sessions (we needed open digital spaces, with creative media applications)

## Using video for messages, information & personal tutorials Michael Spencer

**See project** [overview](http://process.arts.ac.uk/content/using-video-messages-information-and-personal-tutorials)

[Using video for messages, information and Personal Tutorials | CSM digital baseline](http://csmdigitalbaseline.myblog.arts.ac.uk/2012/11/27/using-video-for-messages-information-and-personal-tutorials/) I want to explore the possibility of filming myself giving messages/information to students on the course – kind of ‘v-mailing’. I send out many important messages via email and increasingly find students suffering from email overload – not reading them. This can be very damaging to the students and the course. The idea of filming my messages actually came from students at a recent forum.

## Reflections on the Lego Serious Play workshops and POI programme

**Lego serious paly -** <http://dial.myblog.arts.ac.uk/2013/04/22/professional-identities-workshop/>

And Also [No Name | CSM digital baseline](http://csmdigitalbaseline.myblog.arts.ac.uk/2012/11/27/no-name/) and [this is the real me fredmeller | CSM digital baseline](http://csmdigitalbaseline.myblog.arts.ac.uk/2012/11/27/this-is-the-real-me-fredmeller/)

## IPads in 3D technical workshops

See [project overview](http://process.arts.ac.uk/content/using-ipads-technical-workshops)

This project now hopes to tap into the Mobile Device Management Project. MDM is a pilot initiative, giving UAL the ability to manage small to large scale deployments of iPads.Through the scheme, UAL's central IT services will have the ability to manage devices remotely.7 iPADS - The college will now be funding for the ipad project, six in total so that will make seven with the DIAL one on loan for 6 months.NOTE: DIAL need to have process for loan equipment - CLTAD loan site maybe?

## Assessing Digital Literacy level of pre-degree students

**See project** [**overview**](Assessing%20Digital%20Literacy%20level%20of%20pre-degree%20students)

This project focuses on assessing the level of digital literacy of pre degree students applying to the BA (Hons) Graphic and Media Design course at LCC.