

## **JISC Elevator bid – Mobile Reflections: Creative Digital Reflection ‘on the move’**

### Background

There is a recognised need to develop digital literacy of students (and therefore staff), as highlighted by JISC (1). An e-portfolio approach has been found to be helpful (2), with employers valuing the insights the process seems to give students (although they may not have time to view the e-portfolios themselves). Students have engaged with reflective aspects of PDP during their course, but don't necessarily continue it, as they don't always have a computer with them when they learn something.

This is particularly an issue for students on placement, who may wish to reflect on their learning ‘in the field’. At the University of Leeds, Medical students use iPhones to capture information on placement, but at the moment this is all text based (3). However, creative industries students may find visual/auditory forms of reflection and communication easier and more meaningful given the types of work experiences and creative arts projects that they are reflecting upon. This is something that we have seen with students on an Enterprise Project module, with whom we have introduced video reflection and digital storytelling as part of the Digitalis project (4).

So ...

We'd like to trial creative digital reflection ‘on the move’ – using a range of mobile devices to capture video reflections or mini-digital stories.

### Use Case

This would be a ‘quick and dirty’ innovation exercise, involving the recruitment of a small number of staff and students who would use their own mobile device (to record video and/or run a simple digital storytelling app) or a flip camera which we can loan if they don't have suitable kit. They would be given a briefing with examples of how these technologies could be used for reflection, and then they would spend a month gathering reflections ‘in the field’. These could be uploaded to YouTube, or kept private. After this month, participants would bring all the material to a workshop where Windows Live MovieMaker will be used to review and arrange the material. Each participant will create a digital story that organises their mini-reflections in a format that they might want to share in an e-portfolio or via social networking.

In this way, they will be reflecting twice – once as near to the actual source of learning stimulus as possible, and then again with some distance from the event. The material they are reflecting upon will contain visual and auditory traces of the place that they actually were at the time, and bodily traces of how they felt (through voice). This may make more ‘embodied’ information available to them for the ‘second’ iteration of reflection. By reflecting ‘twice’, this may deepen the level of reflection through the presentation, re-presentation, organisation and framing of experience (5).

A simple evaluation will be conducted by (i) recorded discussion at the end of the workshop; (ii) questionnaire a week after the workshop to give time for further reflection. Evaluation will cover technology appropriateness and ease-of-use; and value of reflective process.

Benefits to the students and staff involved would be hands-on experience of using mobile devices and Windows Live Moviemaker to help them with learning and reflection. Benefits to HE would be learning about how mobile devices could be used for multi-media forms of capturing and reflecting upon experience. Tangible benefits would include online practical guidance and tutorials

incorporating learning from the project, which would be available as OERs. Potential outcomes might include a better understanding of requirements for mobile apps for this type of learning – an initial search indicates that apps for digital storytelling, for example, are very limited.

Potential impacts on HE include a better understanding of the benefits to the learner of using multi-media digital artefacts within e-Portfolios, and an understanding of whether there are potential benefits in reflecting 'on the move'.

Who is involved?

The main project lead will be Carole Kirk, who has been managing the Digitalis project (6) looking at the use of digital technologies in creative reflection. The project team will also include Professor Jonathan Pitches, Chair in Theatre and Performance and Director of Research for the School of Performance and Cultural Industries, and leader of the Digitalis project.

The students and staff would be recruited from the University of Leeds. Students would be undertaking a period of work experience, placement or other practical or creative activity, and may come from inside or outside the School of Performance and Cultural Industries.

Why does it deserve funding?

This is a cost-effective 'pop up' innovation, which will directly engage students, and result in learning that will enrich the understanding of an aspect of e-portfolio use identified by a previous JISC funded case-study i.e. the ability for students to generate material for their e-portfolio when they are not near a computer. It will also enrich understanding of how use of multi-media within e-portfolios may enhance learner reflection.

Timescales:

- April/May: Identify suitable technologies and design the briefing / training materials
- May: Recruit staff and students, provide technological support
- June: Digital reflection 'in the field', Design workshop and evaluation exercise
- July: MovieMaker workshop, evaluation, final report and revised online training materials

References

1. <http://www.jisc.ac.uk/media/documents/publications/lxp2.pdf>
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3. <http://www.digitalis.leeds.ac.uk/2010/11/23/reflecting-on-the-move/>
4. <http://www.digitalis.leeds.ac.uk/2012/01/23/enterprise-project/>
5. Moon, J.A. (2004). A Handbook of Reflective and Experiential Learning. Oxon: RoutledgeFalmer
6. <http://digitalis.leeds.ac.uk>