



Re-enact: using mobile technologies in collaborative making activities <http://www.re-enactonline.com>

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CLL Workshop mini-project reporting template

Part one: Project description

Project fundholder / Project leader	Louise O'Boyle
Funding awarded	£562
Institution	University of Ulster
Project title	Re-enact: Using Mobile Technologies in Collaborative Making Activities
Project description	<p>This project uses technology as a means to facilitate students' deeper learning and understanding of contemporary approaches within sculpture. The project will be aligned to one assignment within a semester two module on BDes Hons Art & Design (Foundation Year for Specialist Degrees) and will involve students working in small peer groups to create work made in response to various stimuli.</p> <p>The proposed online area will facilitate the documentation of the students working processes throughout the length of the project. They will also be encouraged to reflect and review their work throughout; these reflections will be recorded in a number of ways digitally and uploaded to the project blog for further group reflection and as a means of documenting the process.</p>
Project aims and objectives	<p>Aims:</p> <ul style="list-style-type: none"> - To encourage new ways of learning through collaboration and reflection among students, students and staff, staff teams. - To deliver a fully inclusive project. - To embed within my own practice a more substantial and sustainable approach to developing the use of technologies to connect with my students. - To encourage colleagues, through dissemination activities, to develop their use and/or re-engage with technologies as an integral part of their teaching delivery.
Intended outputs (resources e.g. documents, videos, learning objects etc.)	<p>The online area would facilitate the documentation, reflection and review of students work, both by students and staff. It would include a digital repository for work, discussion area for students and a series of short film narratives and audio clips on the students' processes and learning experiences through out the project.</p> <p>In addition to this I will produce a video at the end of the project that summarises both the student and staff experience for wider dissemination.</p>
Intended Outcomes for staff	<p>To introduce alternative uses for technology to deliver module content and evaluate its impact on the student learning experience.</p> <p>To develop knowledge and proficiency in video editing and animation.</p>
Intended Outcomes for Students	<p><u>Student Group</u></p> <p>To develop their skills in digital media manipulation and contextual understanding within practical tutor-led workshops.</p> <p>To develop their awareness of how technologies can be utilised to enhance and present their understanding of workshop content.</p> <p>To develop confidence and competence in presenting their ideas and working</p>

	<p>with others. <u>Post Graduate Student</u> To gain project experience of working with a client to a specific brief.</p>
Funding outline (how money is to be spent; list items or costs)	<p>Postgraduate Demonstrator Hours (15Hours @ £10.80 = £162) Panasonic V510EB-K HD Camcorder + 8GB Memory Card + Case (£400) Total = £562</p>
Activities (brief outline of work)	<p><u>Timescale</u></p> <p><i>September - October 2013</i> Working in collaboration with a postgraduate student to create online project area. Blog posts.</p> <p><i>November 2013</i> Pilot online area and resources with undergraduate art and design student group from different programme(s). Blog posts.</p> <p><i>January - March 2014</i> Deliver project. Blog posts.</p> <p><i>May 2014</i> Dissemination activities.</p>
Dissemination routes (e.g. events, posters, webinars...)	<p>Present paper and/or interactive poster (using 'Layar') detailing project and outcomes at HEA Arts & Humanities Annual Conference 2014. Disseminate to colleagues at internal events (Annual Festival of Innovative Practice, lunchtime seminars), school and faculty committees and email shots with link to project website and blog. Please note: I will be actively seeking additional routes for dissemination both internally and externally.</p>

Part two: Final outputs

Project resources inventory (list of items created)	<p>Paper presentation at HEA Arts & Humanities Annual Conference 'Zombie alert! Re-engaging students in collaborative activities by embedding learning technologies in the curriculum' – copy of PPP attached</p> <p>Project website contains videos made by students of their working processes.</p>	
Link to project resources and blog (URLs)	Project website http://www.re-enactonline.com	
<p>How did the project utilise and/or develop digital literacies in the participants?</p> <p>Attach a mapping of key project activities onto http://www.open.ac.uk/libraryservice/subsites/dilframework/dilframework_view_by_level.pdf</p>	Project Activities	Digital & Information Literacy Framework
	Recording and posting of working practices and artworks onto the project website.	Understand and engage in digital practices
	Individual and small group research online to find relevant contextual references and workshop techniques to sculpture practice.	Find information
	Group seminars, workshops and tutorials in the studios.	Critically evaluate information, online interactions and online tools
	Posting onto project website video clips and still images of working processes and artefacts. Use of digital recordings in group seminars and tutorials to support discussions.	Manage and communicate information
Posting onto project website video clips and still images of working processes and artefacts. Use of digital recordings in group seminars and tutorials to support discussions.	Collaborate and share digital content	
General Issues raised by project	My initial assumptions were that the students would make comments on the project website to peer review each other's work. But what actually happened was that the student group discussed in more detail while in the studios each other's posts.	
Barriers / Challenges e.g. accessibility	n/a	
Solutions deployed to above issues and challenges	n/a	
How the roles/activities of the participant's learning landscape was effectively changed by the project	The project website took on the role of a digital archive of their work and in a number of cases a strong interest in filming meant that some students used the medium to make short films as artworks themselves and began to question the validity of artworks as object – which was quite advanced in this stage of their studies. This level of critical engagement also greatly	

	<p>enhanced their performances in an accompanying theory module's assignments.</p>
<p>Recommendations to future projects of this nature</p>	<p>That projects of this nature are flexible to cope with change, for example as was the case here in how the students used the website and camera to archive their work and experiment in a new medium – film.</p> <p>The continued sustainability of the project. Those students involved this year will be encouraged to continue posting their practices to the site throughout the duration of their undergraduate programme. A separate section will be made for the 2014/15 cohort and I hope that this archiving of work and direct interaction between programme year cohorts will encourage the development of a community of learners and peer network. I also hope to encourage course teams to comment and use the site as a learning and teaching tool.</p>