

# **Encouraging staff to fully exploit the multimedia lecture room**

**Jo Hamilton-Jones  
Andrew Rothery  
Jane Barstow**  
University College Worcester



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# 1 Introduction

1. Jane Barstow and Andrew Rothery made the original case study proposal in autumn 1997 with the aim of finding ways to improve staff use of multimedia presentation facilities.
2. The case study project has been managed by a steering group consisting of Jo Hamilton-Jones (I.T. tutor, staff development role and case study author), Jane Barstow (Head of Media and Print Service), Mary Furlong (Media and Print Service technical staff) and Andrew Rothery (Director of I.T.). This group has met regularly to plan events and monitor progress.
3. Jo Hamilton-Jones carried out the programme of staff development and related activities during the period January - April 1998 and also wrote the case study.
4. The final case study focuses largely on what has been learnt from the recent staff development work and includes an account and evaluation of other experiences at Worcester during 1998. We are hopeful that many of the issues encountered will be of general interest and relevance to the Higher Education community.

Jo Hamilton-Jones  
Andrew Rothery  
Jane Barstow

**Please note that University College Worcester is the new name of  
Worcester College of Higher Education**

## 2 The Experience of the Initial Development of Multimedia Lecture Theatres at Worcester in 1996 - 1997

University College Worcester has approximately 4,000 full and part-time students at undergraduate and postgraduate level. The College obtained degree awarding powers for taught undergraduate and postgraduate courses. Learning Resources are provided and managed by three areas: the Library, the Media and Print Service and the I.T. Service, who work in close conjunction with each other.

Audio-visual resources are provided to all staff, students, conferences and external customers by the Media and Print Service. All teaching room services such as video replay, screens, projectors, hire of specialist equipment and use of editing facilities are available to everyone through a booking service.

Until the spring of 1996, the College possessed only one lecture theatre offering larger screen projection. This theatre provides video and data projection, an overhead and slide projector, audiocassette, P.A. and system sound, and an induction loop. Projection is operated by means of rear projection facilities. During the spring of 1996, the decision was taken to enhance teaching facilities further by equipping a large space, which had previously been used as the Main Hall. Tiered seating and comprehensive audio visual facilities were installed to include large screen video replay and data projection, slide projection, a visualiser, overhead projector, P.A. and system sound Projection and connections for video cameras. Links were in place for computer, Internet and CD demonstrations. Ease of operation was of primary importance and hence a Crestron control system was incorporated enabling users to select, operate and control all equipment from a simple lectern. The use of equipment is supported, booked and controlled by the Media and Print Service technicians although computer software, hardware and network links are organised with the assistance of I.T. Service Support Advisors.

Immediately after installation, the Media and Print Service publicised the new facilities and organised 'drop in' induction sessions for all College staff. Jane Barstow, Head of Media and Print, publicised the facilities in the Learning Resources newsletter (Figure 1a) and circulated an e-mail to all staff to inform them of the planned events (Figure 1b).

However, these sessions were very poorly attended. The Service therefore offered 10-minute instruction programmes prior to the beginning of lectures on an individual basis, in addition to encouraging academic departments to include a demonstration of the new equipment at staff meetings. All staff who attended these were favourably impressed, although it was felt that the majority were absorbed by the size and quality of the images, rather than by the multimedia potential. Many of the users refused to be drawn into using anything more technical than an overhead projector. Bookings from outside customers represent the area where the equipment is most often used to its full potential.

Using staff surveys relating to the use of the equipment, it was found that the majority of staff were aware of the facilities available and their potential but seemed reluctant to invest the time in producing or compiling materials to use the equipment to its full. This issue forms the focus of the case study.

Within the last 12 months, the Media and Print Service has also purchased a portable video/data projector. The bookings for this reached such a high level that a second portable data projector was purchased that came into operation in January 1998 and sufficient demand has now grown to justify more!

In September 1997, the College completed work on a new teaching block. All rooms have access to basic audio-visual equipment. It was hoped that this case study would have been able to include a focus including use of this new lecture theatre. However, to date, the tendering process has been

protracted and the multimedia equipment has yet to be put into operation. Much knowledge has been acquired through the equipment, management and support offered in the development of the Main Hall project and the College is keen to expand the untapped multimedia potential of equipment to be installed, to prevent it becoming just a 'large screen projection' for replaying videos. It is considered that lecturing staff need to be re-educated to develop and include multimedia presentations into their teaching programmes. At a time when the College is improving its lecture presentation facilities considerably, there is a very positive attitude towards helping to establish processes to encourage and assist teaching staff to develop and use multimedia.

### 3 Establishing the Project

The timing of the project presented us with certain problems. In the initial proposal for the project, it had been assumed that the facilities in the new lecture hall would have been installed by January 1998 and be ready for use. In reality, the tender procedure was still in its early stages. Therefore, a different emphasis and strategy were pursued.

It was decided to open the project by using the existing Hall facilities (see Figure 2a), as these would be very similar to those of the new lecture theatre, although the new equipment would obviously be more up-to-date. It was hoped that the new lecture theatre resources would be in place before the end of the project in order for staff to become familiar with the facilities. In addition, it was decided to promote the portable multimedia facilities that were available to staff (see Figure 2b).

The first meeting of the steering group for the project was held on January 12<sup>th</sup> 1998 in order to define the intended structure and direction for the project. It was decided to run various types of sessions for staff, e.g. large groups of ten for demonstration/discussion sessions, smaller groups of about four for workshop/discussion either on a specific technology topic or on lecture presentation ideas for the particular people involved. In addition, a number of individual 'guinea pigs' could be identified who would agree to incorporate a multimedia lecture session into their teaching in February/March. Such staff could be recruited directly or may arise from the group's sessions as previously mentioned. Jo would provide support, monitor each person's progress and include the outcome in the case study report. In addition Jo would run a formal staff development course in liaison with the College's Training Officer as part of the College's staff development scheme.

Several College Committees would each be invited to nominate a small number of staff who would participate in a workshop/discussion. Nominees would be members of the group plus any extra people they would choose.

In a further meeting a week later, it was agreed that lunchtime introductory sessions in the Hall would commence during the first week of February. Jo would prepare a suitable session for all staff and check the availability of the Hall and the multimedia equipment therein.

## 4 Awareness Raising

A general publicity campaign was launched through the College in order to raise the awareness of staff in general to the project and its purpose. Using the College's monthly newsletter, introductory information under the banner 'Multimedia Magic', (see Figure 3) endeavoured to raise awareness among staff in anticipation of the commencement of hands-on sessions.

In addition, the topic of the use of multimedia was included in the programme for DELTON (Delivery of Learning and Teaching on the Network), a discussion group raising the profile of teaching and learning across the College (see Figure 4).

However, a further meeting of the project steering group on January 28<sup>th</sup> 1998, resulted in some rethinking of the direction of the project to take place.

Support had been offered for the project from several members of College Committees. However, it was decided that direct involvement with staff in respect of support and training might produce the best effect. Further meetings of the steering group would take place once a clear idea of the outcomes from the project had developed.

## 5 Staff Experience and Attitudes

In order to gain more 'in depth knowledge' from staff of their current perceptions and knowledge of multimedia, Jo circulated an e-mail around the College in order to raise the profile of the project and to invite information relating to staff current use (see Figure 5). To avoid confusing the meaning of the term 'multimedia', examples of use were provided.

Although e-mail became the College's primary method of communication from January 1<sup>st</sup> 1998, other methods of advertisement were also used in order to ensure that all staff were aware of the project. Prominent posters were placed on staff notice boards inviting comments and advertising participation opportunities.

At first, staff were reticent in providing the information. However, with persistence and considerable one-to-one contact providing reassurance, the information was forthcoming over a period of a month. In order to informally monitor the spread of information relating to the project, the e-mail system was used to determine how many staff read the information and how many responded. It was quickly apparent that staff could be divided into four groups in their response style:

- Those who didn't use e-mail, i.e. didn't access the information at all
- Those who deleted e-mail before reading, i.e. those who read the title and then deleted the message without reading the contents
- Those who read e-mail but did not respond, i.e. those who read the contents of the e-mail but did not respond at all - perhaps the most frustrating category!
- Those who read e-mail and responded.

Over two hundred staff read the e-mail, but only about thirty replied. Some of these responses indicated good, inventive use of multimedia equipment and others indicated substantial use of video equipment. A small number admitted that they were relatively unskilled in this area and indicated a willingness to learn from scratch.

Following a personal one-to-one approach, several others replied that had, initially, had reservations. Some staff were reluctant to admit a lack of knowledge and awareness in the area of multimedia. In a day of increased pressure at work and more demands being placed on lecturing staff, many felt threatened by any variation in teaching and learning styles. Some staff indicated that they had used the facilities in the Hall while others provide more general comments on their own expertise.

Here are examples of the responses obtained:

"A few details of my use of multimedia:

Use of data projector within the Library to demonstrate CD ROMS to groups of students and also to demonstrate searching on the web.

Use of the equipment in the Hall for Library induction - used PowerPoint and flat bed scanner.

Use of computer and projector in Lecture Theatre 2 to demonstrate CD-ROM.

### *Departmental Librarian*

"Multimedia teaching is very positive for students with disabilities, visual images being particularly enabling for dyslexics. Issues for me:-

I would use PowerPoint presentations often if the data projection was more readily available and we weren't so tied to a room (in a 3 hour session that means no break) to look after it.

b) I use OHP's a lot, but the cost of colour OHP's (better for dyslexics and conference presentations) are prohibitively expensive - ditto slides!

The advantage of OHP's is that black and white are comparatively cheap, once one has a supply of the photocopier transparencies, one can just get on and make one's own.

I would like to get into more PowerPoint presentations which could make use of sound and the other facilities too."

*Education Tutor*

"I use video regularly, video-cameras occasionally, computers regularly as part of PGCE teaching."

*Education Tutor*

"No exciting use of Hall facilities. Found that the OHP facility at the podium was fuzzy and students complained that they could not read it"

*Health Studies Tutor*

"I use multimedia for presentations and am starting to use it more in lectures. At present, the use is minimal, but I would hope to use it on a regular basis, i.e. as a regular part of lectures. Any further development in my understanding would be greatly appreciated"

*Sports Studies Tutor*

"I use cassettes, tapes and videos"

*Business Tutor*

"I need to take opportunities to develop skills and practice"

*Education Tutor*

"I should like to learn more about multimedia approaches".

*Psychology Tutor*

"Yes, I do use multimedia facilities, at various locations. The things that I use are:-

Computers, demonstrating software and PowerPoint presentations, plus some electronic packages authored using Toolbook.

The data projector attached to a PC.

VCR attached to a television

Video editing to produce video materials

PC to produce hand-outs for all lectures"

*I.T. Tutor*

"I use the OHP in every lecture, usually to show at least five transparencies of maps, tables, lists, etc. My use of slides is less than many other colleagues in Geography, e.g. 10% - 20% of lectures. The same sort of rate would apply to videos.

I would like to use more exotic forms of presentation, but these are bothersome to provide, I understand".

*Geography Tutor*

"At present, I have one standard learning and teaching styles lecture which I deliver using a hyperstudio stack. ....In the lecture, I present a number of pages of information, much like PowerPoint, and I also have links to other pieces of software.

At present it is not realistic to construct lectures in this way unless I know that I will be repeating them, as the initial investment in time is substantial (reducing as I get slicker with the software). We are just beginning to include Internet use in primary I.T. training, and we hope in the course of the present semester to develop a range of help pages for supported self-study. These are likely to include text and graphics, but I doubt we will be inserting video clips just yet. Ask again next year, and the position may well be different"

#### Education Tutor

"Last year, we used the hall for a multimedia presentation..... It went quite well but we had problem in swapping between computer and video so we used two data projectors. .... On the whole it was a positive experience but we really needed more practice at using the equipment"

#### *Science Tutor*

"I would like to use multimedia but need some serious lessons in how to do it!"

#### *Business Tutor*

"I use the data projector twice a week in conjunction with PowerPoint presentation in lectures. These presentations are then available on the Art & Design network. We are planning to use the video to record student's activity such as peer assessment and learning teams this semester. I make use of interactive CD-ROMs for skills training in specific software applications. At the beginning of the semester, I use a digital still camera to take photos of students in our field to get to know their names. I am in the process of developing means for publishing past lecture notes on the Web. I occasionally use the data projector for showing videos."

#### *Art & Design Tutor*

"Last semester, I used the data projector linked to a multimedia PC on four or five occasions to show computer animation of biological principles to students".

#### *Science Tutor*

"We make frequent use of tape recorders, CD's videos, etc in teaching and always video students assessed performances for our external examiner and the students to view. Students find this particular useful. We also video students teaching in school and giving presentations in College. We are looking forward to being able to edit music on a computer."

#### Education Tutor

"I use video on a regular basis to show pre-recorded programmes to video students or assessment purposes, giving a presentation and I get students in school to make a video of a lesson and use it in College with the whole group. Computers are used to consider how History through I.T. can be taught in the secondary school. I am also testing out some software for TLTP on my undergraduate modules this semester but that is problematic due to how many computers can be made available, who an instruct the students to access the programme if I am not available. Also, the logistic of whole group I.T. work seem rather defeating.

#### *History Tutor*

"I use the Data Projector and large monitors for PowerPoint (combining text and graphics), Toolbox (text, graphics, animation) and demonstrating MS office, paintbrush"

*I.T. Tutor*

"Currently fairly limited use, mainly because of the extremely limited nature of facilities in the teaching rooms, e.g. I use PowerPoint, but have to have slides transferred to acetate as facilities are not available. Given up using slides due to the weight and cumbersome nature of College equipment."

*Education Tutor*

"I do not use the facilities in the Hall as they are unreliable. I would like to use the data projector in all locations but facilities available do not permit this."

*Psychology Tutor*

"I regularly use video in the Hall to enliven lectures. I have also in the past used a statistical database on the PC using the data projector facility. In the future, I intend to use an interactive CD package and the Hall/G14 would provide suitable facilities. I use the data projector for some sessions in another module in order to demonstrate the appropriate software that the students will be utilising in their modules. I would like to develop my use of the data projector elsewhere in my teaching, ..... where PowerPoint presentations, would add quality to the impact and clarity of the material being presented"

*Business Tutor*

"I have used the Hall for a public presentation and utilised a combination of PowerPoint, video, slides and CD music. It was very successful. I am hosting a National Conference in September and will be using all the multimedia facilities"

*Sports Studies Tutor*

"I often use video and OHP materials.....Some of the main history teaching rooms are so badly equipped in terms of black-out that it is virtually impossible to show slides, etc."

*History Tutor*

"I use OHPs in all my sessions. I find that having pre-prepared slides enables me to concentrate on what I am saying and I can make my writing much clearer. I use graphic calculators in most of my mathematics sessions. I use computers in a number of my sessions and have tried an LCD display in conjunction with an OHP but the results were not too clear. In a computer-programming module, I used a programmable toy called a ROAMER, which gave a good idea of what a computer program is and can do. "

*Education/I.T. Tutor*

"I do not use multimedia resources yet but expect to develop the need to use the data projector in the future"

*Science Tutor*

"I use the data projection facilities"

*Sociology Tutor*

"I use multimedia in various ways to support lecture and seminar sessions..... My limitations are to do with organising my own time in terms of preparation of materials."

English Tutor

"The physical educationalists use video on a weekly basis for the modules relating to the 'Reflective Practitioner' as well as the practical modules, where students can refer to the video for reference or if they were absent."

*Sports Studies Tutor*

The responses provided a good cross-section of the skills among staff in general. Also evident were some of the misconceptions associated with the use of multimedia and also reasons why staff did not feel comfortable with using it.

## 6 Multimedia Magic in Action

Introductory sessions were held during the second week in February, providing instruction in the use of the multimedia equipment through a hands-on approach. These sessions were publicised through e-mail and through notices on prominent staff notice boards (see Figure 6). A survey indicated that email was the most successful method of contact.

After the initial week of multimedia sessions, regular sessions were run every Thursday lunchtime in the Hall from 1pm - 2pm. All staff were invited (see Figure 7). As word spread, more staff attended the events.

The sessions always contained the same information for continuity (see next page). Most staff arrived expecting to be given a didactic talk about multimedia.

A guided tour of the operations of the facilities was provided encouraging the participants to press the appropriate buttons themselves (see Figure 8), rather than be passive observers. Although clear directions were written on the equipment concerning the operation, they were located in the position where books and notes often hid them. Consequently, a practical example and hands-on style was welcomed. It seemed much more appropriate as the aim was to familiarise staff with the operations of the equipment. Staff asked questions quite freely and commented that they welcomed the informal approach. The PowerPoint demonstration was used to highlight the use of the computer, illustrating the procedure of having several packages open simultaneously. The visualiser was demonstrated using a slide, and OHP acetate and also paper. The paper caused considerable comment, as staff had been unfamiliar with this facility previously. A demonstration highlighted the use of the video facility.

In addition, the portable multimedia system was used, both to raise the profile of the system and provide examples of its use. Staff feedback was that, although the facilities were more limited on this system, the manoeuvrability enabled more use of multimedia around the College.

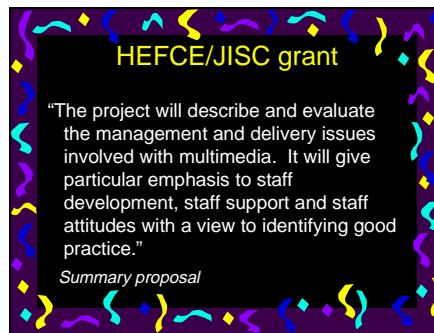
In using lecture theatres such as the Hall, the complex booking procedure caused problems. The Hall, as a room, had to be booked through Registry while the Hall multimedia equipment was booked through Media Services. Any other media equipment, e.g. portable microphone requires another booking form to Media Services. As the Hall is mostly used for teaching large groups, this further restricts access to the static multimedia facilities. Since the Hall is often used for non-multimedia lectures, it is little wonder that, faced with onerous booking procedures, staff have little incentive to use the multimedia facilities in the Hall. Portable multimedia facilities would be a huge benefit, enabling more staff to use and consequently more students to benefit from, improved teaching and learning styles.

The sessions were judged to be a success as staff indicated that they were serious in their intent to use multimedia in their teaching and welcomed the supportive introduction.

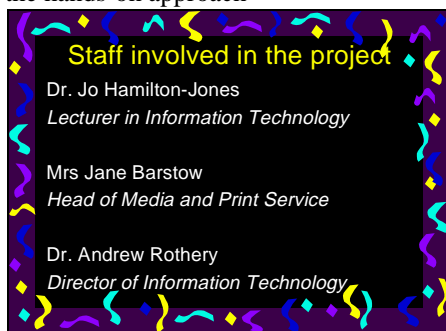
# The Multimedia Magic Show!



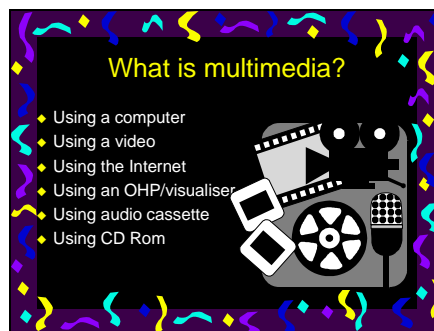
An introduction to the project emphasising the hands-on approach



Information taken from the summary proposal



Highlighted the link between I.T. and media services



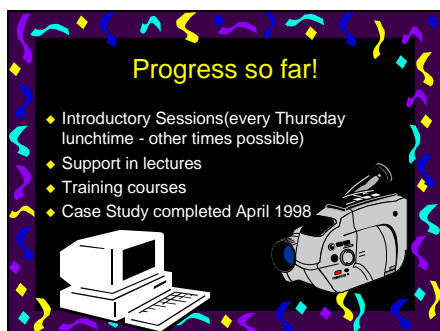
Providing examples of multimedia - some staff were not at all sure what the topic covered



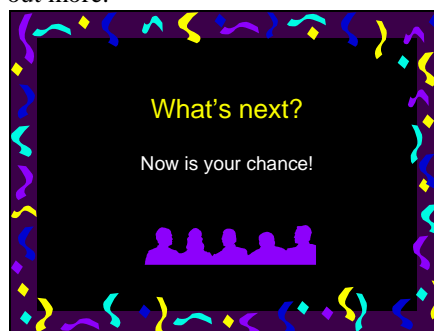
The main logo for the multimedia campaign with the aim of raising the profile of multimedia across College



Preliminary results to the beginning of March indicated that staff could be divided into three categories: those who admitted that they were baffled by I.T./multimedia and didn't want to get involved, those that hadn't got time and those who were willing to come along and find out more.



How the project was running to date.



Getting everyone to have a go!

## 7 Feedback - Staff and Student Views

"Thought the sessions were well planned, brief - appropriate to staff time availability and literature was helpful too. The only snag as far as I am concerned is that I often work on Saturday mornings and, outside of semester time, Media Services doesn't always operate on Saturdays. Well done".

*Education Tutor*

"Most useful feature of the session was that I learned that PowerPoint is being used more frequently in College and that it is possible to use it anywhere with the portable facilities now available. It would be helpful to be offered some training sessions on the use of PowerPoint".

*Education Tutor*

"I found the introduction session in the Hall very useful and clear. It helped me to get my initial fear of touching the technology. Given the time to prepare materials and the certainty that the technology would be in place and functioning to use it, I would now happily make greater use of multimedia materials. However, those two are big provisos. I never teach in the Hall so I would be reliant on the availability on the movable stack. I have witnessed attempted media presentations that have gone horribly wrong and would feel the need to provide OHP's etc. as backups for any occasion - which rather defeats the point of using PowerPoint!"

*Education/I.T. Tutor*

"I am one of the category for staff that do not operate out of the large lecture theatres. I was encouraged by the existence of the mobile stack and hope that it can be used. I currently use PowerPoint and Word but have to manually transfer it to plastic. I hope, once I have ascertained which rooms I will be using next year, to find out if I can book multimedia. Then I would be willing to begin to prepare my materials for that system. However, the screen arrangements in certain rooms are inadequate and there are already problems with OHP projection in them"

*Education Tutor*

"May I say that, very lacking in confidence, I found much of value in the session. I now feel much more inclined to explore."

*History Tutor*

"Worthwhile experience. .... Improving the learning experience for students is one thing, being able to find the time to do it is another. A College wide audit would be worthwhile to see which departments would like material transferred to multimedia format. Specialist skills required. I am able to assist in this respect. Keep up the good work".

*Sports Studies Tutor*

"Your workshop demonstrated to me the sophisticated ways in which information/material can be presented to an audience using the available technology. My next task is to gain practice in the use of the technology and, to that end, would welcome some additional sessions next year. I need hands-on experience now..."

*Senior Manager*

"I found the session stimulating. It was my intention to follow up the presentation session with a trial session under your supervision. However, I had to bring my session forward at short notice and consequently, I presented it along the traditional lines. I believe that multimedia has excellent potential for teaching most subjects. However, more time is needed for preparation. It can save time in the long term as lessons can be regularly updated instead of having to be rewritten.. This could also be very cost effective in terms of less acetates used. My concern relates to a limited number of such apparatus, which are currently available. In the event of non-availability or break down, a great deal of frustration could ensue particularly if one is not in possession of back-up material at the time. I am in the process of putting all new lectures on disk and if more multimedia apparatus were available, I would be willing to switch over. On a more personal note, I would like to thank you for keeping me informed on the progress of his project. My only regret that I was not able to offer you more support in this exciting new venture".

*Health Studies Tutor*

"Your session was VERY helpful. Perhaps Media Services could give out more detailed information on availability of equipment and lead-time for booking.

*Health Studies Tutor*

"I experienced your lunchtime session and found it to be very useful. It enabled me to give an exciting and varied lecture using video, slides OHP and sound. I intend to try the stack system outside of the main hall and experiment with using the computer (PowerPoint). My lecture was ..... greatly enhanced by multimedia presentation"

Education Tutor

"Although I knew what facilities were available in the main hall, I found it useful to have a chance to operate them (without students present). Unfortunately, I rarely teach in the main hall and so will not have the opportunity to put what I have learnt into practice, certainly in the foreseeable future. It would be useful for me to be able to try out the portable facilities, as I would be able to make use of these."

*Business Tutor*

Some staff found that they had regular commitments which clashed with the introductory sessions. In these cases, the staff were invited to specially organised sessions to deal with their individual needs.

"Very enthusiastic tutor.....identified aspects where we needed individual extra I.T. training.....directed us to the appropriate areas.....agreed to meet us to help further develop our skills. ....approach was totally unthreatening, extremely encouraging and sympathetic to our requirements.... succeeded in making the materials easily accessible to us. A very enjoyable and worthwhile session".

*Art & Design Tutors*

Some staff acknowledged that involving multimedia takes time and requires practice.

".... Making changes to one's approach rather than simply updating the material takes time and is difficult to do alongside one's day to day commitments. ...If we want to achieve change then

we have to give people time to do things. ...the data projector was not available for me to use at the time that I was timetabled to teach!"

*Sociology Tutor*

Others were keen for the initiative to continue.....

"I would be happy to propose new projects ..... let me know what would be most helpful"

*Senior Manager*

"I was one of the unfortunates for whom those sessions were always inconvenient, but I was wondering whether there would be scope some time during the next academic year for an English Field development session in multimedia facilities....?"

*English Tutor*

Although the introductory sessions were continuing, it was important to maintain the profile of the staff development work across the College. The interim report of the project was circulated to suitable hierarchy throughout College and appeared on the Web site. Information on the continued progress of the project (see Figure 9) appeared in the monthly College newsletter.

We were given the opportunity to present a profile of the project at an induction event for new staff at the beginning of March. This had the benefit of inspiring new staff to become familiar with multimedia at an early stage as well as encouraging participating presenters to seize the opportunity to learn and demonstrate their multimedia skills. The presenters were encouraged to use multimedia in their demonstrations with support being available to acquire the necessary skills.

Feedback from the event was encouraged from the presenters.

"My personal experience was rather negative in the sense that I produced a PowerPoint presentation at home which I copied onto a floppy disk for use in my session. Unfortunately, the disk had somehow got corrupted in the process so I couldn't use it after all. Other presenters did not experience this problem and all, without fail, have said that they will use multimedia in forthcoming presentations. PowerPoint slides produced for the Induction programme will be used for other presentations too which has to be a bonus! However, my experience has not dimmed my enthusiasm for using multimedia generally and PowerPoint in particular. I would appreciate more training on PowerPoint however, as I produced slides for viewing on screen but didn't make use of other functions, e.g. hidden notes etc."

Personnel

"Written feedback from staff on the Induction programme does not directly mention those staff who used multimedia as part of their presentation. However, they mentioned the inadequacies of the OHP slides used by presenters - too much information on a slide, unreadable from relatively short distances etc. They also consistently scored those presenters highly who used multimedia. Staff on the induction programme were very explicit in their appreciation of the presenters who used multimedia - praising their presentation for their clarity, appropriateness to the audience and for the way in which the use of multimedia generally spiced up the presentations."

Personnel

"Clarity of information, i.e. actual presentation to audience. I.T. enhances the ability to be able to use colours, diagrams etc, which are cost effective and easy to produce. Actual presentation is more professional (for more experienced operators) and the facility to change from one slide to another rapidly make better use of time. As a non-academic, it focussed my mind on content".

#### Finance

"I used the multimedia system for a presentation in PowerPoint to a group of new staff attending the induction programme. I found it to be:

Flexible - I could easily adapt the material that I had used before and bring it up to date for this group of staff. I added new slides to explain some aspects in more detail.

Easy to use - it was great to know that each slide was visible and straight and in the correct order (no rummaging through a pile of acetates which always stick together) and no need to re-focus by looking over my shoulder so I could concentrate more on audience reaction.

Gain and retain audience attention - the ability to use colour, backgrounds, alter fonts etc gives the opportunity to ensure that the slides are interesting, readable and look more professional."

#### *Personnel*

"I thought the quality of what appeared on the induction day was very good and far superior to my usual transparencies. I would like to use it in the future - but recognised that I would need quite a lot of training (and that I would have to put the time aside for it and to practice). When, as occurred on induction day, the material is prepared by someone else, it does leave you feeling vulnerable.....On balance, it was a positive experience for me and I would guess that it was more interesting for the participants.

#### *Senior Manager*

A few staff felt sufficiently confident to practice their newly acquired multimedia skills in a teaching and learning situation with excellent results.

"Technically, the session went well, but I hadn't realised that the photographs that provided the main impact of the web site I was using wouldn't be downloaded onto the disk..... However, the experience has made me think about what I could do with the facility..... I shall find out about what materials exist in my subject area.....perhaps explore the possibility of creating my own. Thank you for your help."

#### *English Tutor*

"The session was for me the most satisfying of the whole module (and probably of the whole year!) The ability to use the computer monitor and have it visible to everyone was wonderful and emphasised the problems in using the large monitors in the lecture rooms. This facility is an absolute necessity for this module in the future. The visualiser was good. The ability to show non-slide material was useful but the zoom facility was needed and then ends of lines got missed off. The mobile microphone was great. It meant that I was able to be as 'active as usual and was able to go up to students to ask questions. Training was good. In the time you gave me, I felt confident about the facilities."

#### *Education/I.T. Tutor*

This particular class took place in the Hall. The students were asked for their response to the multimedia.

What did you enjoy particularly about the multimedia experience?

The size of the display - all the group could see the work on the screen. Overheads were clearer. Larger screen was easier to look at. Equipment was very effective

Images were clearly visible. Good sound. Large screen enabled us to see exactly what the tutor was doing.

What could have been improved?

More knee space. Seats too close together. Seats uncomfortable. Lighting

More leg room

Are there any other courses where you think that multimedia would be helpful/useful?

Most modules.

Would you like multimedia to be used again?

Yes

Jo involved students in the use of multimedia themselves, providing an interesting development to end of module presentations. Two student groups, studying a business module "Introduction to Research Methods", used multimedia facilities in their presentations at the end of the module, to generally good effect. Feedback from the module leader indicated that they appeared to have mastered the technical aspects, but still needed to improve their actual use of the facility. "The multimedia facilities enable the students to produce more interesting and informative presentations than would otherwise have been the case".

We also reported at meetings of the Teaching and Learning Committee, a sub-committee of Academic Board (see Figure 10) and we gave contributions to departmental newsletters to keep the project in the staff eye. (Figure 11).

Formal channels for staff development courses are currently being pursued. Staff feedback indicated that the past take up of such courses was poor, as they did not allow for the hands-on, independent requirements of lecturers. During the introductory sessions and privately, staff indicated that they would prefer sessions, which provided an initial input of the skills and then allow them to start to build a lecture with information that they could bring along to the course. This feature will be addressed in current planning for such events.

This project was particularly successful because we did not presume any previous knowledge of multimedia and concentrated on providing specific examples for use wherever possible. Also, although introductory sessions were offered to departments, most of the successful contact came from individual staff contact. Previous approaches by Media Services had offered introductory drop-in sessions, relying on staff to attend.

Alongside the publication campaign for the project, Jo seized every opportunity to discuss the use of multimedia with as many individual staff as possible, in order to alleviate any apprehensions that they had. Methods of contact varied but were all equally important and successful, e.g. chance meetings, telephone calls, e-mails, staff meetings, formal committee meetings, lunch breaks, coffee times, etc. As confidence grew and the profile of the multimedia project heightened, knowledge and support

were eagerly sought by all levels of staff from all subject areas. One member of lecturing staff, when commenting on the success of the project, said that "staff could relate well to a lecturer" while another said that they appreciated the "enthusiasm, willingness and support to discuss their individual problems with multimedia".

During the next academic year, a substantial number of staff have indicated that they would be willing to 'have a go!' with support during their first few sessions. Although the lifetime of this project is now complete, the use of multimedia at University College Worcester promises much for the future.

## 8 Conclusions and Recommendations

### 1. The Style of Staff Support

- a) Certain staff have a perception that they have received little support in the multimedia area in the past. They feel isolated when problems occur and this indicates a complete lack of awareness of the training and support provided by Media Services. If a member of staff were to have one bad experience with the use of multimedia, e.g. booking system, equipment, power cut, etc. they feel deterred from ever trying again. In such situations, they need considerable persuasion and support for a return visit. Further development is required in considering new ways of communication. Staff indicated that they would welcome a consultation arena for support and problem solving.

**Recommendation - Media Services to become more client centred and be proactive in encouraging staff, providing continuing support and discussion with each individual on future use.**

- b) During the introductory sessions, staff indicated reluctance towards more formalised courses. The 'hands-on' individual approach was met with considerable enthusiasm. Staff felt that they had gained realistic experience and were able to direct the tuition towards the multimedia area in which they were particular interested.

**Recommendation - The College's Training Officer to ensure that future staff development courses involve input from I.T. and Media Services, and include some process for meeting individual needs.**

**Recommendation - A new type of support role for staff, providing awareness raising, tutoring and technical support as one integrated process.**

### 2. Portable Multimedia Systems

The portable multimedia systems, recently developed by Media Services, provide an excellent versatile means of enabling presentations throughout the College.

- a) Large Lecture Theatres are booked predominantly for large groups, irrespective of whether the multimedia facilities are needed. Consequently, the multimedia facilities are not used as much as they could be due to lack of accessibility.
- b) A portable system allows elements to be easily replaced and updated
- c) Components are interchangeable to satisfy specific request for special facilities.
- d) Portable systems are able to access wider areas of the College, rooms both large and small.
- e) Staff felt more comfortable experimenting and lecturing in their own surroundings using multimedia.

**Recommendation - The strategy for installing multimedia facilities must change to include more portable multimedia systems**

### 3. Booking Systems

The booking system for multimedia equipment would benefit from being shown on the College Web to allow staff to have increased access to information. Also, spare time between timetabled sessions would be helpful and useful.

**Recommendation - Media Services to investigate ways of promoting booking information on the College network.**

### 4. Recommendation - Tutors should accept responsibility for initiatives in developing presentation styles as part of normal preparation for teaching

### 5. Involvement with Learning and Teaching

Some staff are fully competent in the use of multimedia and use it inventively in their teaching. Feedback from their students indicates that they welcome the variation of modes of delivery and this adds to the quality of the course. However, certain staff have little idea of the timesaving benefits provided through multimedia. Indeed, several indicated that multimedia would involve considerable additional time being spent to develop materials. Again, further effort needs to be spent here in reassuring and communicating the benefits of multimedia.

**Recommendation - Support and development in the use of multimedia to continue for all staff. Continue to develop Information Technology and Multimedia as a major integrated component of the College's Learning and Teaching Strategy.**

**No.1**

September 1996



**THE FIRST  
COMBINED  
NEWSLETTER  
FROM THE  
LEARNING  
RESOURCES  
SERVICES**

The intention is to keep you informed and up to date with our news, events and developments.

In time the 'Bulletin' will expand to include news items from other Service areas, dates for your diary and anything else that you wish to see included.

Comments/ideas to Media & Print Services,  
FAO ~ Jane Barstow



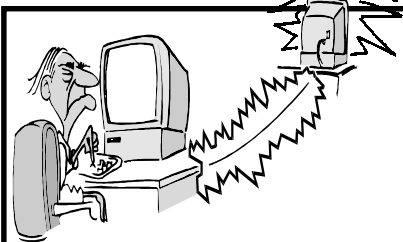
INVESTOR IN PEOPLE

Henwick Grove Worcester  
WR2 6AJ  
Telephone (Main Switchboard)  
01905 855000  
Facsimile 01905 855132

Worcester College of Higher Education is an Exempt Charity

## IT Service News

**The  
Computer  
Centre**



### Students on the Net

Good news! Following the success of the IT Service bid under the national HEFCE 'LAN/MAN Initiative' the College will receive a grant of £66,000. This is specifically to cover the cost of cable, hubs and switching equipment for connecting student computers into the network.

The Computer Centre and Library contain the largest

proportion of student computers and Andrew Rothery will be contacting Heads of Subject in the near future to clarify their requirements for their student computers.

It is intended to carry out the work in time for the beginning of Semester 2. Please however do **not** make any promises to students that they will be given network access! The IT Service hopes it will be able to announce a service for all students in January; but no promises can be made until the service is fully

tested and up and running.

In the meantime, it will be possible for a small number of students to have network access as a pilot scheme using one of the rooms in the Computer Centre. Such access should be negotiated by tutors specifically making use of network facilities. If you have a group with whom you wish to engage in structured activity involving use of the Internet then please contact Andrew to make the arrangements.

The Computer Centre will be open from 9.00 am - 9.00 pm weekdays and 9.00 am - 5.00 pm Saturdays.

When you visit the Centre you will see that the IT Support Advisers have been moved to a better location within the building. The reception desk is now easier to find, and its new location makes it easier for staff to keep an eye on the main landing area.

### Internet at home

Staff and students may find it helpful to have access to the Internet from home. If you already have a computer at home, you can connect to the Internet through your telephone and this can have many advantages for those who occasionally work at home. You can send e-mail and browse through the Web.

Home Internet connections are organised by companies such as Compuserve, Demon, Pipex, U-Net and many others. You will see them all advertising in the pages of the Internet magazines in newsagents. You can choose your own service provider. If you do, look out for a company that charges monthly rather than according to the amount of time you use. Also ensure that

the phone contact to your service provider is at local call rates. Your main initial expense will be to buy a modem - a piece of equipment which links your computer to the phone socket. Modems cost between £100 - £200, depending on its speed.

The main running cost is the monthly or annual charge plus your phone bill. The cost of Web surfing depends on how long you spend connected into the phone system. On the other hand, e-mail is very cheap, since reading and writing mail can be done "off-line". You can save up a batch of emails and only need use the phone connection for a few moments when sending it all off.

UKERNA, the organisation which runs the JANET university network

has now negotiated with an Internet company to offer services at special rates to staff and students in higher education. UKERNA has done this since the increasing demand for home use cannot easily be met by universities providing free links to those at home.

UKERNA have announced that they have selected U-Net to offer such special services. They have announced two classes of service:

- (a) a JANET connection service (approx £68 per annum) - which will provide access to JANET and UK systems but use the JANET international links to the rest of the Internet. As readers may be aware, the JANET international links are heavily

loaded with HE traffic.

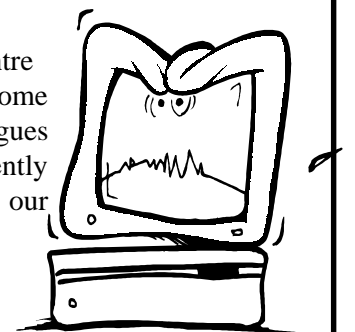
- (b) Full Internet service (approx £94 per annum) - the same service as U-Net's commercial customers through their own separate system of international links.

Someone just wanting to have an e-mail connection at home for their home PC can do so extremely cheaply: a cheap modem would be OK for email, the JANET annual fee is very low, and phone bill for just a minute or two at local call rates when sending or receiving a batch of emails is very small.

Andrew Rothery is awaiting delivery of further particulars of this scheme - if you are interested send him an email (a.rothery@worc.ac.uk).

### IT Support

'IT Support Advisers' are the staff who work in the Computer Centre and also operate the Help Desk Service. We are pleased to welcome two new IT Support Advisers, **Helen Hill** and **Graham Hancox**, who started work this September. Colleagues will be aware that Sam Giddy, Jes Shoker and Chris Pedersen all moved on last semester and Laura is presently on maternity leave. Please bear in mind that the new staff are indeed new and will need time to learn our systems and become fully able to handle your queries.



### The Help Desk

The Help Desk is the main point of contact for all services provided by the IT Service. It is physically based in the Computer Centre but staff and research students can telephone on 5160 or email [helpdesk@worc.ac.uk](mailto:helpdesk@worc.ac.uk). Please do not contact IT staff directly when you need help - use the Help Desk. All calls are registered and progress is kept under review.

IT Service staff will respond to your call and make a visit if necessary within the same working day (9.00 am - 5.00 pm). If your query requires further work, or has to be referred to other staff, it will clearly take a couple of days to deal with, as they have to fit your job into their busy schedules along with everyone else.

There is a queue and everyone has to be in it! If you are ever anxious about the rate of progress on your work, contact the Help Desk for a report.

The Help Desk will handle PC problems, *Word/Excel* and *Pegasus mail* queries and matters related to network connections. It now also deals with all queries to do with the telephone system, both questions on operation and reports of faults. Staff who take Help Desk calls will answer your query directly, or else they may have to pass it on to another member of the IT Service.

Where you require systems setting up, about three days' notice is required.

# Media & Print News

## Printing

The quantity of printing handled by the department within the last three months has been phenomenal - in excess of 70 jobs per day! Unfortunately, this has resulted in our 'turnaround' time having to be extended beyond our average of "under 3 days".

The card in the 'print submission box' states the 'actual minimum turnaround time'. If work is placed into this box with a date prior to the date shown on the card it will entered onto the computer showing the current date stated on the 'turna-

round' card. We consider it unreasonable for late submissions to jeopardize the production of work submitted with sufficient notice.

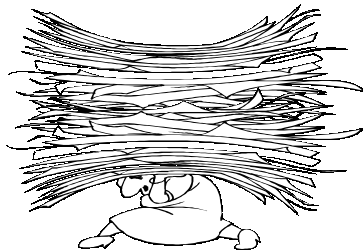
If you are desperate for work - over 20 copies of each individual page can be produced on a 'self-help' basis on the mini printers.

Discussions are under way to try and establish a more manageable system regarding submission of printing during July, August and September. It would assist the department greatly if you could submit bulk orders for items such as headed paper, maps, memo pads, etc. so that we can produce these in quieter times allowing us to concentrate on

quality, rather than speed, for this type of work.

If you have books which are produced, but you have to wait for dates, we can always print the bulk of the order, and print sheets showing dates at a later time.

The department will be sending out forms requesting 'standing orders' within the next few months.



### Good news on A4 White Paper

Many thanks to Richard Lee (Purchasing Officer) for negotiating a very favourable deal on A4 white paper. This has resulted in a six month fixed price on Berger Laser paper.

We will happily supply this good quality paper to schools/departments at cost price in the hope of introducing standardisation of quality paper for all machinery in College.

### New Staff

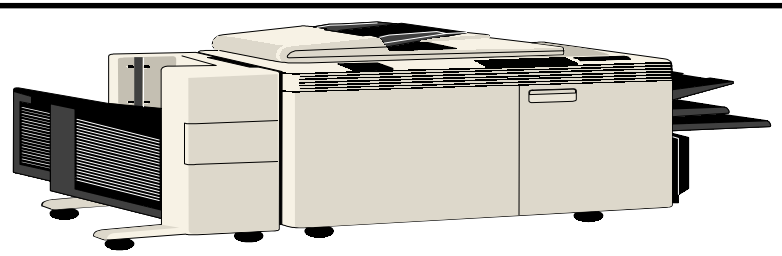
We are pleased to welcome our new offset printer, Bob Gravenall, who will be joining our team at the beginning of October. Please bear in mind that Bob will need time to settle in and get to know the machinery and our systems.

### Laminating

**Size isn't everything! With our new laminator we can now laminate any length whatsoever, and up to 25 inches width!!**

### Studio

We have acquired a room over in Bredon for use as a studio. The room is only in its formative stages but if you require any videoing or photographic work, please talk to us.



### If anyone can - Canon can!

And now we can, thanks to the installation of the new Colour Photocopier. It produces A4 & A3 copies instantaneously in addition to having the ability to produce up to A1 size from an A4 original. Its cheaper too - through lower running costs on the new copier we have been able to make a reduction in the price of copies and further discounts may be negotiated for 'bulk' orders.



## Unrivalled Audio Visual facilities

New comprehensive facilities have been installed into the Main Hall to include:

**Computer and housing unit, Overhead projector and housing unit, multistandard video cassette player, audio cassette player, visualiser, slide projector, lighting dimmers, gooseneck light, amplifier for programme sound system for use with projector, 6 speakers, additional amplifier for PA sound, gooseneck microphone, lapel radio microphone, crestron control system, Kramer switcher, glass fronted projection cabinet, and lectern.**

The **video cassette player** is multistandard which automatically converts NTSC (American and Far Eastern) and SECAM (European) signals to PAL (UK). The player is located in the lectern where the main controls are sealed away. Forward, rewind, stop, and play, are the only activated controls which are operable from the lectern. The sound is projected through the two speakers located at the stage end of the hall.

The **cassette player** is an Hi-Fi twin audio cassette. The player is housed in the lectern where the main controls are sealed away. Forward, rewind, stop, and play, are the only activated controls which are operable from the lectern. Cassette sound may be played at the same time as the PA system or while the slide carousel is in use. It is deactivated when any other option is selected. The sound is projected through the two speakers at the stage end of the hall.

The **visualiser** is a Visual Presenter with Kramer Switcher and Input Channel. It is secured to the main lectern for ease of operation. A BNC lead is provided should the ability to convert a negative image to positive be required. Images may be recorded directly onto video.

The overhead projector is an Elite Viewright 2. It is located in an individual, but matching piece of furniture with its own power supply.

The **computer** is an RM PS2 486/66mb. It has all standard office programmes and is linked to the network through sockets SDP8/4 and SDP8/5. The computer is located in an individual but matching piece of furniture. Electrical supply is either via connection to the main lectern, or via connection to the sockets located at the front of the stage. Connections to either of the two network points are via an individual lead. Technical support for the computer is through the IT Help Desk.

The **Slide Projector** is a Kodak SAV 1050 Carousel. It is located in the projection box attached to the balcony and is easily accessible via the stairs of the tiered seating. The slide projector is operated from the main lectern with forward, rewind and focus controls.

Note: individual slides may be shown on the visualiser.

The **PA System** operates the lectern gooseneck microphone and a lapel radio microphone. The gooseneck microphone is permanently located on the main lectern, the radio microphone is available through Media Services. The sound is projected at one level through the four speakers located above the pelmets. Levels may be adjusted through liaison with the appropriate staff. A further two additional microphones can be incorporated if required.

The **Projector is a Phillips 3000**. It projects the images from the Video, Computer and Visualiser onto the five metre screen located on the stage. It projects at VGA level, having the ability to down tune an SVGA signal. Colours and focus are in a preset position.

**The equipment is maintained by and must be booked through the Media Technicians, who will happily demonstrate and instruct in the equipment's use. It is strongly advised that you take us up on this offer before you use the equipment.**

PLEASE CONTACT US

### Video and Data Projector

IT lecturers in particular will be interest to note that the department has purchased a portable video and data projector. This will enable a computer or video image to be projected onto a large screen or wall. It should also eliminate problems related to over booking of the Main Hall and Lecture Room 2, which are currently the only two rooms in College offering this facility. The projector can be placed at the front of the room or up to 12 meters away from the screen. The size of the image can be altered by the zoom control and location of projector.

It is one of the brightest projectors on the market with a 500 ansi lumen halogen bulb which eliminates the necessity for blackout facilities as it will project a clear image even in natural daylight. It projects at VGA resolution and multinational video with built in speakers.

Because this is a 'portable' resource it is necessary to emphasise the security implications. The projector is worth in excess of £5,000 and, when borrowed by staff, will remain their responsibility whilst the equipment is in their possession. Please, please, do not leave it, even for a second - the funds for replacement may not be available or could be charged directly to the individual borrower.

### Service Charters

Along with Registry and the Library we have produced a Service Charter for the department. This document clarifies the services, levels of service, users, complaints policy and list of staff responsibilities.

Reference copies are held in the Library, Registry and Media and Print Services. Copies have been circulated to Deans, School Administrators, Heads of Department, Heads of Service and Field Leaders.

We welcome your comments/ideas which should be directed to Jane Barstow.

### Increased Staffing

Two new cataloguing posts have been recently appointed; one is a permanent part time post and the other a full time, 6 month contract. This will enable the Library to address the task of improving the quality of the catalogue, and improve the throughput of new material onto the shelves.

In addition another one and a half library assistant posts will soon be appointed to strengthen the Library team.

### Restricted Loan

This collection of very high use material has been increasingly cramped in its location behind the issue desk. The new location, in the Library foyer, allows users to browse what will be a much enlarged collection for the first time.

**Separating out this heavily used collection should also reduce the congestion at the issue desk.**

# The Peirson Library

The New Academic Year will see several significant improvements to Library facilities to include -

### Journal Accessibility

The Library's complete holdings of journals will be directly accessible to users.

This will be achieved through the installation of electrically operated mobile shelving units which offer very space efficient storage.

### Greater IT Facilities

The ground floor of the extension will eventually contain 50 computer workstations, the majority of which will be fully networked.

The first phase of installing these facilities will commence immediately the building is available and should see around ten workstations installed along with greatly improved printing facilities, something which returning students should appreciate in particular.

### Increased Seating Capacity

The completed extension will double the seating capacity of the Library. This will considerably ease the congestion and feeling of overcrowding which has been increasingly evident in many areas of the Library over recent years and produce a far superior working environment for both users and staff of the Library.

**From** "Barstow Jane" <j.barstow@worc.ac.uk>  
**Organization:** Worcester College of Higher Educ.  
**To** EVERYONE@worc.ac.uk  
**Date sent:** Wed, 4 Sep 1996 18:34:51 +0100  
**Subject:** Audio Visual Equipment in Main Hall  
**Priority:** urgent

To ALL staff

I will be in the Main Hall to demonstrate the new AV equipment and how to use it, between 12.00 and 1.00pm tomorrow (Thursday 5th September). Each demonstration should take about 10 minutes, so if its crowded when you arrive, come back ten minutes later.

The first session will start at 12.00 noon prompt.

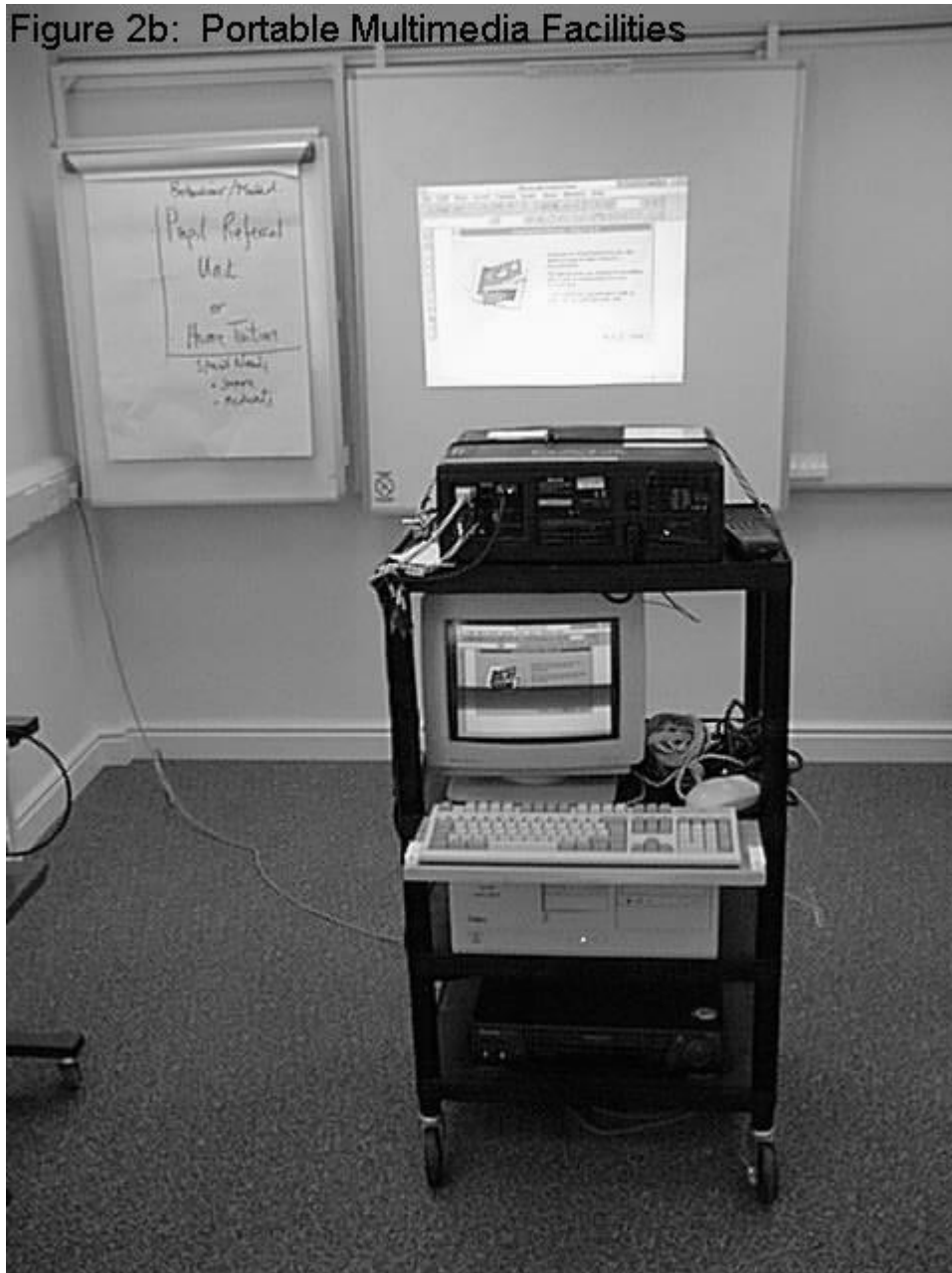
This will be the first of many lunchtime sessions on the use of the new equipment in the Main Hall, so if you can't make this one - watch your E-mail for the next date

Jane Barstow


Figure 1b: Email from Jane Barstow, Head of Media and Print



Figure 2b: Portable Multimedia Facilities



# The Magic of Multimedia



What is multimedia?  
How does it work?  
Can it help you?  
Ideas and examples  
for use

*New and exciting events to guide complete beginners, users and experts through the maze of multimedia equipment & facilities. Watch out! To find out more, please contact Jo Hamilton-Jones(Bredon 12)/Andrew Rothery(I.T. Service)*

Figure 3: Advertisement from the College Newsletter 'The Source', January 1998

## DELTON Discussion Meetings 1998

The DELTON group is running a series of informal discussion meetings during 1998. The intention is to provide staff with help, information and a forum for discussion regarding use of the network in learning and teaching. Meetings are open to any member of staff and aim to encourage discussion between those with some experience and

those with none, and to suggest ways forward for everyone.

The meetings are scheduled for 4.15pm on Wednesdays aiming to finish within 1 hour, focusing on one topic. A report will be posted on the DELTON newsgroup afterwards so that those unable to attend can still participate.

The meetings will be held in IT Service Meeting Room, 78 Bredon.

### 1998 Provisional Schedule

14 January	Teaching Students to Use the Web
21 January	Using the Web for Teaching and Learning
28 January	Multimedia Lecture Theatre
4 February	Using E-mail for Teaching and Learning
11 February	Newsgroups
18 February	Producing Teaching Material
25 February	Datasets
4 March	Sending Assignments by E-mail
11 March	Topic to be arranged
18 March	Windows NT

Any queries regarding this schedule, any offers to help as a contributor or reporter, or ideas for new topics, contact Dr Andrew Rothery, Director of IT.

Full details of seminars can be found at:  
<http://www.worc.ac.uk/services/deltonsc.html>

Figure 4: DELTON programme for January - March 1998

Date forwarded: Tue, 3 Feb 1998 14:02:36 +100  
From: J.Hamilton-Jones@worc.ac.uk  
Organization: WORC.AC.UK  
To: everyone@worc.ac.uk  
Date sent: Mon, 26 Jan 1998 10:56:06 +0000  
Subject: Using multimedia lecture facilities  
Priority: normal

Hi Everyone

As publicised recently in The Source, WCHE has been awarded a grant to undertake a case study on 'Multimedia Lecturing Facilities' until the end of April 1998. As a first task, we are trying to find out about current staff use of multimedia in their teaching.

If you use multimedia on a fairly regular basis, e.g. video, data projector, slides, computer,....., please could you send me an e-mail giving brief details.

e.g. "I use the data projector every fortnight"  
"I use the video to record student activity each week"

Of special interest are details of any use that has been made of the Hall and its facilities. Reports of these sessions, either good, bad or indifferent, would be very welcome.

Even if multimedia is not for you, then I need to know this as well - preferably with details of why you do not consider it to be useful.

Finally, if anyone wishes to learn more about using multimedia in their lecturing, please let me know as there will be lots of support and encouragement available.

I look forward to your reply.

Jo  
Dr. Jo Hamilton-Jones  
Lecturer in I.T.  
Worcester College of H.E.,  
Herwick Grove,  
Worcester WR2 6AJ.

tel: 01905 855462  
e-mail: j.hamilton-jones@worc.ac.uk

Figure 5: Initial email to all staff

From: J.Hamilton-Jones@worc.ac.uk  
Organization: WORC.AC.UK  
To: everyone@worc.ac.uk  
Date sent: Thu, 5 Feb 1998 11:20:32 +0000  
Subject: Introductory Multimedia Sessions  
Priority: normal

**MULTIMEDIA MAGIC!**

.....  
On February 10th(Tuesday) and February 12th(Thursday), there will be opportunities for staff to try out the multimedia equipment in the Hall at 1.15pm and also at 1.45pm for 15 minute sessions.

If you need to become more familiar with the equipment, e.g. computer, visualiser, slide projector, audio system, etc.... then come along and have a go!

Jo

Dr Jo Hamilton-Jones  
Lecturer in I.T.  
Worcester College of H.E.,  
Henwick Grove,  
Worcester WR2 6AJ

tel: 01905 855462  
e-mail: j.hamilton-jones@worc.ac.uk

Figure 6: Email advertising introductory multimedia sessions

From: J.Hamilton-Jones@worc.ac.uk  
Organization: WORC.AC.UK  
To: everyone@worc.ac.uk  
Date sent: Mon, 23 Feb 1998 13:08:06 +0000  
Subject: Introductory Multimedia Magic!  
Priority: normal

\*\*\*\*\*  
\* MULTIMEDIA MAGIC \*  
\*\*\*\*\*

#### Introductory Sessions

The recent lunchtime introductory multimedia sessions were very successful. So much so that we've decided to run even more to encourage and support more staff to become conversant with using multimedia in lectures.

If you missed your chance the first time around, come along to the Hall any Thursday lunchtime (not Learning Week) between 1pm and 2pm to experiment with multimedia and see how it could work for you! Lots of support available.

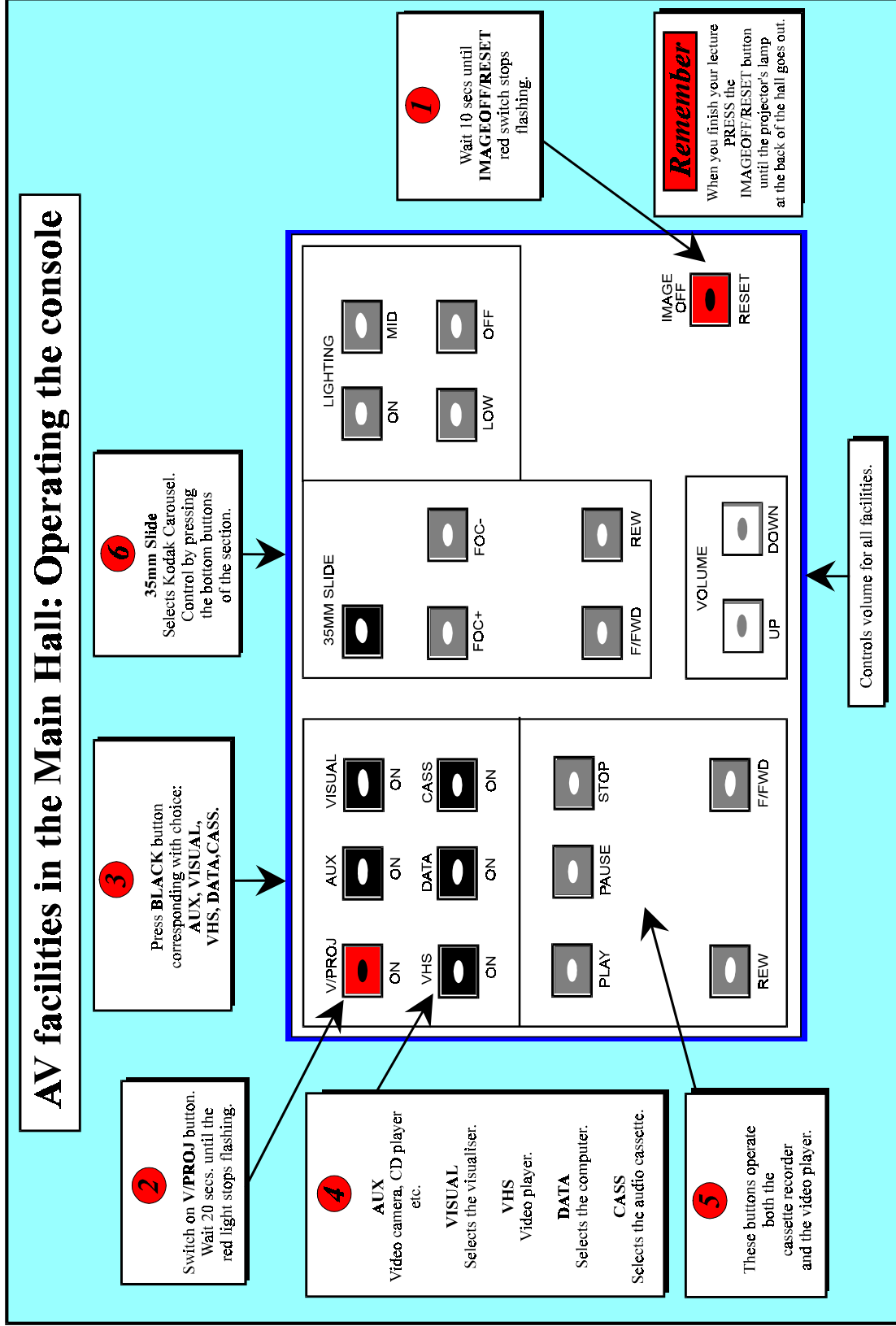
If you require any further information, please contact me.

Jo


Dr. Jo Hamilton-Jones  
Lecturer in I.T.  
Worcester College of H.E.,  
Henwick Grove,  
Worcester WR2 6AJ.

tel: 01905 855462  
e-mail: j.hamilton-jones@worc.ac.uk

Figure 7: Email advertising further introductory sessions



**Have You Found the Magic of Multimedia?**  
*Various multimedia initiatives are underway, but it's not too late!!! If you want to learn*



What is multimedia?  
Am I already using it?  
How can I learn more?

*more about how to use multimedia, please contact Jo Hamilton-Jones (Bredon Room 12).*

Figure 9: Advertisement from the College Newsletter 'The Source', February 1998

### **Minutes of a meeting on 3rd March, 1998**

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#### 10. Multimedia

Jo Hamilton-Jones gave a brief description of the Multimedia project devised to promote different ways of looking at Learning and Teaching by encouraging staff to fully exploit the College's multimedia facilities. The case study project, which has received a grant from HEFCE, has been managed by a steering group comprising Jane Barstow (Head of Media and Print Services), Mary Furlong (Media and Print Service technical staff) and Andrew Rothery (Director of IT). Jo H-J gave a technical demonstration of the possibilities of multimedia which has now attracted much interest from staff. A programme of staff development and related activities has been carried out under the banner 'Multimedia Magic' since January 1998 which will continue until the end of March, the next step being for practical support to be given in lectures. Members were encouraged to bring these sessions to the attention of subject areas. ACTION: JH-J & members

Figure 10: Minutes of the Sub-Committee for Learning and Teaching

# SHSS News

March 1998

## Using Multimedia for Lecturing - A Case Study

Following the successful bid for a HEFCE/JISC grant to carry out a case study on the use of multimedia across the College, a staff development campaign has been launched, under the titled *Multimedia Magic*. The aim is to produce a well-researched evaluation of the processes that take place and the project will be completed by April 1998.

The principal objective of this project is to identify ways of helping staff to make full use of the multimedia facilities available. It includes an element of research and investigation, closely monitoring staff development activities and staff support processes.

The case study will review the experience of the years 1996-1997 and then present the findings of the monitoring and investigation of the period January - March 1998. The character of the case study will be focused very strongly on the way people work together, how they feel about using the facilities and what approaches to training and support work best for them, as well as those that do not.

With support from Media Services and IT, Dr Jo Hamilton-Jones has been working with staff to monitor cross-College multimedia use, provide introductory sessions and arrange follow-up support. This is to ensure that staff taking part receive lots of support and are encouraged to use multimedia to enrich their teaching and learning styles wherever possible.

Figure 11: Information from School Newsletter:  
School of Humanities and Social Sciences