

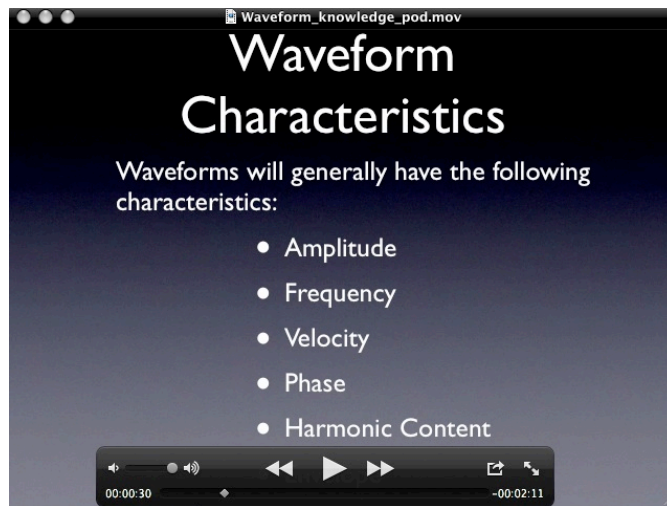
## Knowledge Pods - Just in Time Learning Chunks at Perth College

### Summary

This case study describes work done by David Paterson from Perth College who created Knowledge Pods. These are 1 to 2 minute videos that focus on theoretical aspects of sound production that can be accessed online, on the move, on mobile devices.

An example of a knowledge pod can be accessed here:

<https://files.me.com/davypaterson/5iaz94.mov>



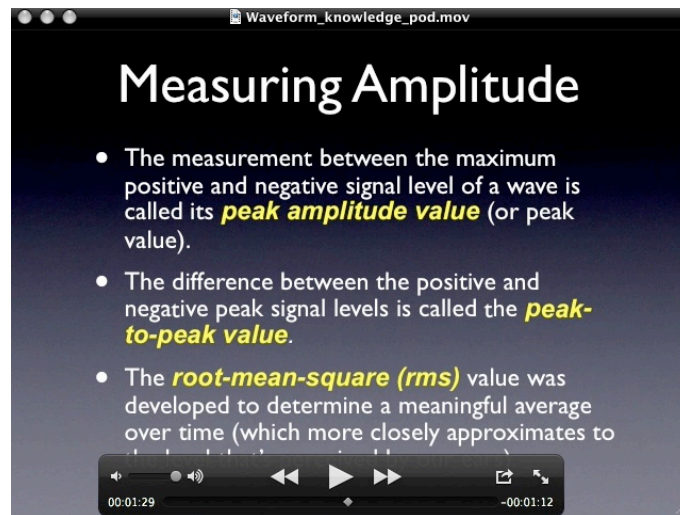
### About the Institution

Perth College UHI serves a wide community, with the local learning area stretching from the banks of the River Tay to the peaks of Highland Perthshire.

The main campus is situated in the historic city of Perth, voted the best place to live in Scotland and with over 800 years of history, and the college has a range of community learning centers and lots of online courses for those who want to study from home. David Paterson is a lecturer in sound & music technology, which this year has around 160 students.

### The Challenge

David wanted to produce support resources which students could access when working on their show reels - a DVD of their work which was largely completed in their own time. This was a major component of the graded unit students complete to consolidate and bring together individual course elements. David also felt that producing short audiovisual resources would enable him to get to grips with technology that he had available and provide resources that exemplified good practice for students.



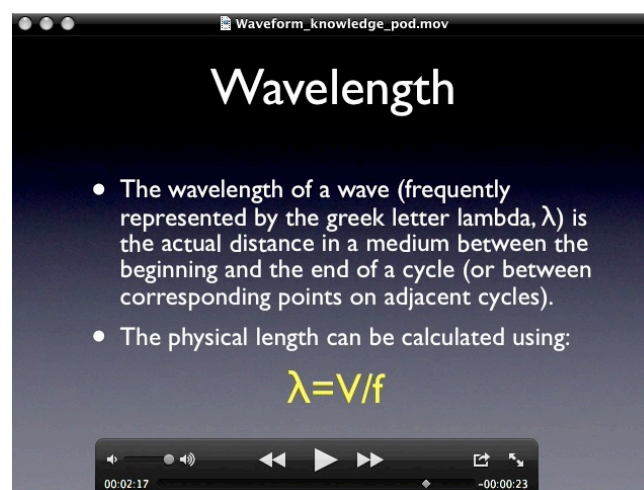
### The Activity

This project involved the production of short (1 to 2 minute) "Knowledge Pods", small learning objects that could be accessed online through iTunes. David used Macintosh software called Keynote which can export movie files and converted ppt slides to which he added voice overs. His experience of creating professional voice overs in the past was evident on the quality of the final product. Introducing students to this technique gives them experience of creating and delivering presentations which has particular relevance in the media industry and in addition creates a bank of Knowledge Pods that other students can use.

There were a few false starts in terms of using new software which is to be expected when embarking on a new project, and significant amount of planning was required to create a production process in the first instance.

### The Outcomes

Impact is largely anecdotal as download statistics are unavailable, however students like and really appreciated being able to access "Just In Time" resources anywhere for knowledge acquisition and revision. This is a skill that needs to be developed in order to operate successfully in a workplace where software is constantly evolving and collaborative projects are commonplace. Students have stated that they like to use the resources when they have a spare moment perhaps when travelling to college using the mobile technologies they have to hand.



Instant access to resources especially for underpinning theory which traditionally, in David's experience, students would struggle to assimilate easily, assisted in motivating his students to revisit theoretical concepts and resulted in an improvement in student performance.

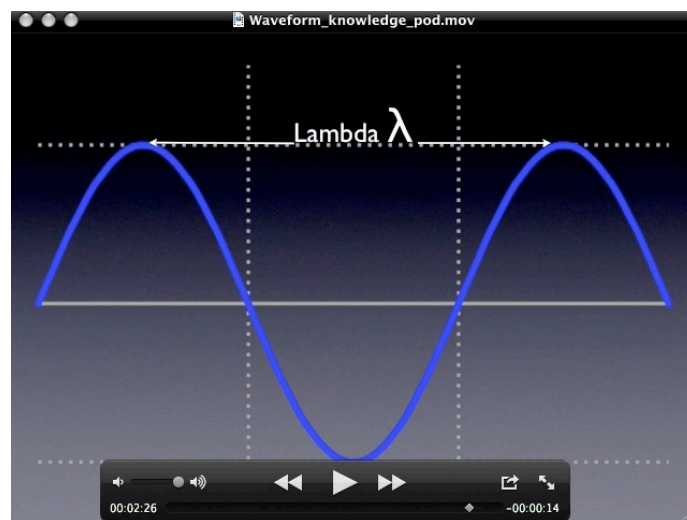
It's David's intention to build up a bank of Knowledge Pods and there is no question for David that it could be a model for providing high quality JIT resources across the whole of the curriculum. A mechanism for sharing good practice within the college would enable the process of rolling out to other departments.

The creation of digital resources provides an obvious saving in terms of paper resources and access to high quality resources if student miss session cuts down the need for individual remediation. Knowledge Pods may also provide a solution for efficiency measures that are currently under consideration in the sector.

### Lessons Learnt

David found the best way was to animate the presentation then add voice over and synchronise the transitions and voice over. He used the simplest method to upload to iTunes deliberately to avoid over complicating the process and creating artificial barriers for students. David's experience of creating professional voice overs in the past meant was evident on the quality of the final product. A prescribed set of production standards would be also useful to ensure the quality is assured.

Focussing on an area of your practice that you feel could be improved means that there is a maximum pay off for the initial investment of time in terms of planning and getting to grips with new technologies to both the member of staff and the students.



David acknowledges that consideration of copyright in the planning stages of the project would have been of benefit and some work is required, possibly at institutional level to disseminate guidelines to staff that might assist in the future. He feels that the Knowledge Pods could be of value to individuals working in the industry more widely and would like to explore the use of Creative Commons licenses in the future.

The creation of pre face to face session Knowledge Pods would help to alleviate some of the strains of reduced teaching time, allowing lecturers to make the most effective use of face to face time with their students.

**Useful Links**

<http://net.educause.edu/ir/library/pdf/EQM0044.pdf>

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