



**University of Brighton**

<http://cetld.brighton.ac.uk>

**'iGuides' from StreetAccess  
Final Report  
July 2009**

**Rebecca Reynolds**

## **Background to the project**

'iGuides from StreetAccess' was the first project undertaken by the CETLD team at the V&A, and a major CETLD project in terms of aims and funding. It involved the development of 20 web-based multimedia trails for design students, with the aim that these would be accessed in the V&A on PDAs. During the project ten V&A spaces were wireless so that the streaming technology on which the trails depend could be used there. An extensive evaluation programme was also carried out to assess the effectiveness of the trails and of the project as a whole.

## **Scope and purpose of this report**

Most of the findings from the iGuides project are detailed in the second interim report of July 2008, which can be considered the principal project report. The July 2008 report covers these areas:

- fulfilment of project outcomes
- trail content and procedure for developing trails
- comments on trail design
- collaboration on trail content with design tutors, curators, students and others
- usability of the trails
- technical issues
- project management
- inter-institutional collaboration during the project
- budget
- evaluation of trails
- dissemination of project findings
- future research questions

The purpose of this final report is therefore to summarise developments in the 'iGuides from StreetAccess' project since July 2008. These are:

- possible implementation and the future of the iGuides
- further evaluation (formative [stage 2] and summative)
- further dissemination of project findings
- final budget figures

## **Possible implementation and the future of the iGuides**

Technical issues which have affected the project remain, preventing the implementation of the trails as part of the V&A's educational provision. However, there is a need to keep some trails to refer to as examples of project outputs. Materials from five trails will therefore be archived on the CETLD website at this address: <http://cetld.brighton.ac.uk/projects/current-projects/iGuides/finished-trails>.

These trails have been chosen for these reasons :

- ( i) to show a range of types of trail

(ii) to show trails which are mentioned most often in dissemination

(iii) to make trails available which are likely to be used by tutors ('Another Look at the Great Exhibition' may be used by Design History tutor Louise Purbrick).

The five trails are:

- Soulus (the 'thrill trail')
- Shopping for Ideas
- A Taste of Plaster
- Another Look at the Great Exhibition
- Stripping the Galleries

Trail pages will be replicated on the CETLD site, including audio and video clips. However, it will not be possible to input into them, and they are not really usable on mobile devices (for example, you cannot easily move backwards through pages).

### **Reuse of materials in podcasts (as part of the CETLD project 'Perspectives on Podcasts')**

The only materials it has been possible to reuse are from 'Stripping the Galleries'; these are Catherine Duncumb's comments on the Cast Courts, and Jos Boys's comments, the latter rerecorded as an interview instead of a monologue. This is because other audio clips are either of too low a technical quality, are not suitable for a podcast since they are too object-specific, or do not fit in with the content planned for the podcasts.

### **StreetAccess**

StreetAccess is ceasing to function on 30 June 2009 and the trails held on the StreetAccess website will no longer be available. This underlines the dangers of developing materials for subscription-based software and the preferability of using in-house software.

### **Further Evaluation**

#### **Formative (stage two)**

This was conducted by Catherine Speight and Beth Cook, and the report was completed in July 2008. Thirty-six design students chose from a menu of eight trails and filled in a questionnaire about their experience afterwards. Here is a summary of their experience of the trails:

- 48.6% of students rated the trail as either good or very good for its 'enjoyable' factor. 25.8% rated their experience as bad or very bad. There was a mixed response to this question, students enjoyed the trail but their experience was

marred by difficulties connecting the PDA to the wireless system in the galleries.

- 42.9% of students rated the informative nature of the trail as either good or very good. 33.3% who rated it as either bad or very bad. The majority of students found the trails to be informative citing ‘the option to choose the explanation of an art form interesting’ and ‘listening viewing and receiving is informative and valid way to learn for me, and helps me remember’.
- 56.2% of students rated the trail as relevant to their studies as either good or very good. 18.8% who felt it was not relevant to their studies.

## **Summative**

This was carried out by Kevin Walker of the London Knowledge Lab, Institute of education, and the report was completed in September 2008. It used:

- Previous evaluation reports
- the developed trails
- students' comments which they had inputted into trails
- follow-up interviews with V&A and University of Brighton staff

The executive summary stated:

At a general level, the trails achieved the outcomes set forth, working as both a practical tool for navigating the space and a cognitive tool for making meaning. Generally they were successful in terms of content and structure, but only partially successful from a technological standpoint due to device and network problems. Though these problems distracted students from direct experience with the objects and galleries however, this was balanced by the usefulness of the content and focus.

Both reports are available from:

<http://cetld.brighton.ac.uk/projects/current-projects/iGuides/iguides-evaluation>

## **Dissemination**

The dissemination chart from the second interim report is reproduced here with updates:

<b>Area</b>	<b>Forum</b>	<b>Who and when?</b>	<b>Update</b>
Wireless and PDA technology: capabilities, functionality	Mobile learning conference	Rebecca Reynolds/Beth Cook/Andy Pope <b>2009</b>	We decided findings were not systematic enough and were too context -specific to base a full paper on; these aspects have been covered in other papers and presentations.

Materials design	CETLD book	Rebecca Reynolds <b>Spring 2010</b>	Submitted and scheduled for publication March 2010 (Ashgate publishing): ' Learning Paths: Museum-Based Learning Materials for Design Students' in Cook, B., Reynolds,R, Speight, C. (eds) 'Looking to Learn, Learning to See: Museums and Design Education'.
The value of directed museum learning materials for design students: research in progress report	<i>Art, Design and Communication in higher education (ADCHE)</i> journal	Rebecca Reynolds/Catherine Speight <b>submitted</b>	Published in ADCHE volume 7 number 3. 'Trials and trails: do HE design students need museum learning resources?' pp.185-193
PDA technology as a medium for museum learning materials for design students: research in progress	mLearn conference October 2008	Rebecca Reynolds/Catherine Speight <b>Submitted and accepted</b>	Delivered and published online: ' Web-based museum trails: promises and pitfalls' <a href="http://www.scit.wlv.ac.uk/brendan/mLearn2008.pdf">http://www.scit.wlv.ac.uk/brendan/mLearn2008.pdf</a> p.361
Overview of the project: wider issues and practical recommendations arising	Museums and the Web conference 2009	Rebecca Reynolds/Catherine Speight <b>April 2009</b>	Abstract not accepted
Evaluation methodology		Catherine Speight <b>tbc</b>	Delivered. 'Trials and trails: evaluating learning trails inserted after dissemination the V&A'. <i>Evaluating Online Learning</i> ELG learning day, Sheffield, 12 September 2008.
Collaboration on museum learning materials in the context of issues surrounding user-	museum journal	Rebecca Reynolds <b>2009</b>	Still being developed and will be combined with findings from ' Perspectives On Podcasts' project for the final article.

generated content			
Trail pedagogy	Probably not enough time to research thoroughly: short 'think piece' in <i>Museums Journal/Museum Practice</i> ?	Rebecca Reynolds	Still under consideration.

### Other dissemination completed

Aspects of project	Forum for dissemination	Authors and title
Overview	E-learning group (ELG) mobile learning day, Victoria and Albert Museum, 26 January 2009.	R. Reynolds. 'Handhelds and HE: supporting the needs of Higher Education students in museums'
Introduction to project in the context of CETLD research findings about HE design students and museums	Pedagogic research conference, University of Brighton, 29 January 2009.	Cook, B. Duncumb, C., Reynolds, R., Speight, C., 'Supporting Design students' learning in the museum'.
Overview	WLE Mobile Learning Symposium: Mobile Learning Cultures across Education, Work and Leisure. 27 March 2009. WLE Centre. Institute of Education, London UK	R. Reynolds, C. Speight and K. Walker 'Bridging formal and informal learning using mobile digital museum trails'.
Introduction to project in the context of CETLD research findings about HE design students and museums	Engage International conference 'Rules of Engagement: Art, Conflict and Gallery Education. 5-7 November 2008.	R. Reynolds, C. Speight. 'How can museums support Higher Education students? '
Overview	'Collecting experiences:	R.Reynolds ' From leisure-learning to deep engagement: museum-focused

	enriching design students' learning in the museum', 24 April 2009, London, Victoria and Albert Museum	resources for HE students'
Online content as alternative gallery interpretation	'Fear of the Unknown: Can Gallery Interpretation Help Visitors Learn about Art and Material Culture?' Conference 21 November 2008, London, Victoria & Albert Museum	Cook, B 'Interactive gallery interpretation for design students: help or hindrance?'

#### **Other dissemination planned**

<b>Aspect of project</b>	<b>Forum</b>	<b>Who and when?</b>
Overview based on summative evaluation report	Computers and education (peer-reviewed journal)	Rebecca Reynolds, Catherine Speight and Kevin Walker  Summer 2009
Introduction to project in the context of CETLD research findings about HE design students and museums	Group for Learning in Art and Design (GLAD) conference	Rebecca Reynolds and Catherine Speight  October 2009

#### **Final budget figures**

Please see next sheet. The remaining budget of £10,245 will be returned to Brighton.





<b>iGuides Description</b>	<b>Proposed</b>	<b>Brighton</b>	<b>Actual V&amp;A</b>	<b>TOTAL</b>	<b>NOTES</b>	
<b><u>Income</u></b>						
Original Bid	45,875	4,587	41,287	45,874		
<b>Total Income</b>	<b>45,875</b>	<b>4,587</b>	<b>41,287</b>	<b>45,874</b>		
<b><u>Expenditure</u></b>						
Street Access Subscription	25,875		15,632	15,632	SASU	4908
Dissemination	10,000		4,312	4,312	SADI	5101
Student & Tutor Events	5,000		764	764	SAEN	236
Summative Evaluation Transferred to Student Placement Project	5,000 - -	4,587	5,335 5,001	5,335 9,588	SAEV	0
<b>Total Expenditure</b>	<b>45,875</b>	<b>4,587</b>	<b>31,043</b>	<b>35,630</b>		
<b>Budget Remaining</b>	<b>-</b>	<b>-</b>	<b>10,245</b>	<b>10,245</b>		