UK Data Archive

Study Number 7346


USER GUIDE
**Storycircle user guide**

Project name: Storycircle  
Award number: EP/H003738/1  
Website: [www.storycircle.co.uk](http://www.storycircle.co.uk)

**Background**

The Framework for Innovation and Research in MediaCityUK (FIRM) is a consortium that includes representation from the BBC, Goldsmiths - University of London, Lancaster University, Massachusetts Institute of Technology, University of Cambridge, University of Salford, and Vision+Media. FIRM is funded by the Research Councils UK Digital Economy programme.

The multidisciplinary partnership has explored a range of themes including: next generation internet platforms for collaborative digital media editing; community engagement and cohesion through narrative; complex data visualisation for a range of applications and users; lowering barriers to SME interaction with university expertise and open innovation with large corporate players in a ‘safe’ environment. The consortium has developed a number of core projects: Storycircle, led by Goldsmiths, focusing on the social and digital conditions for narrative exchange and knowledge production; Virtual Community Engagement, led by Salford’s technology innovation hub, the THINKlab, which develops virtual worlds and novel user interfaces to explore physical, social and economic transformation; Open Narrative Environment, led by Lancaster’s InfoLab21, an online platform capable of supporting collaborative multimedia creation; and a dedicated SME engagement strand.

**The study**

Storycircle was a project focusing on the social and digital conditions for narrative exchange and knowledge production, led by Goldsmiths, University of London, within the FIRM research consortium funded by the EPSRC. Storycircle’s aim was to facilitate processes of narrative production and exchange, working with its FIRM research partners, Lancaster and Salford ThinkLab, to generate a narrative ecology in collaboration with local actors and stakeholders, that enhances understanding of the digital platforms, user interfaces and social processes through which creativity and knowledge exchange can be stimulted. Our point of departure was the diverse narrative activity already taking place in the region where our research was conducted and our aim was to design projects collaboratively that met the needs of our partners.

The background to our project aims and design were the following principles. Existing narrative research tells us that narrative is empowering, and that opportunities for narrative exchange are important ways of recognising people as citizens and as human beings; it also tells us that narratives connect people, and the exchange of narratives can connect people who would not otherwise be linked and so generate new insights and knowledge, to the benefit of those involved.

Storycircle built on three specific themes and foci for narrative exchange that had emerged through Goldsmiths’ pilot phase fieldwork in 2010 - ‘stories of place’; ‘citizen/local knowledge’ and ‘enthusiasms.’ Our partners included a sixth-form college, a social enterprise, a community
organisation, a school and a local tenants association. Data deposited in the UK Data Archive are from the first three of these collaborations.

Methods

Storycircle is a multi-strand, multi-method action research project. Storycircle’s fieldwork has consisted of five parallel strands of action research with a diverse range of institutional partners encompassing education, civic organisations and social enterprise. Each stream built from activities of narrative production already engaged in by our partners with the aim of enhancing them, and their details were developed in close negotiation with these partners. Storycircle prioritised institutional partners with social objectives and diverse internal constituencies (for example, in educational settings, with learners, teachers, heads of department and college management).

In each collaboration Storycircle has engaged in extended periods of fieldwork sufficient to allow for multiple phases of action and reflection. The practical experimental phases of the research have involved the adaptation and use of a range of widely available digital platforms. In addition to providing stimulus, workshop training and mentoring to support our institutional partners through these phases of action and reflection Storycircle has used the following methods to track and observe these processes of narrative production and exchange: observations both in the field and online; a survey, formal and informal interviews, focus groups and group interviews, capture and analysis of user generated content on social media platforms and online user data and metrics including web analytics.

Our submission to the UK Data Archive draws on three streams of Storycircle fieldwork. The two additional research sites evolved as purer action research settings with an experimental focus on narrative production, web development and platform testing, generating no substantial data that would be meaningful to other researchers.
Stream 1: Social enterprise

The social enterprise is a not-for-profit development organisation founded in Salford, working across the UK and Europe, specialising in the use of social media as a community engagement tool. The Storycircle team have undertaken an intensive 18-month action research project with the social enterprise, initially orientated towards helping them to better sustain their networks of reporters and strengthening their role as curators of community reporter content. Later phases of the research focused on developing their use of digital and internet tools in the ‘Community Reporter’ programme. In particular, the Storycircle team designed and implemented a system of ‘social analytics’ to evaluate and demonstrate the Community Reporter programme’s effectiveness. At the core of this approach is a process of organisational reflexivity. The work has involved:

- Identifying collaboratively a series of five core intended outcomes for its Community Reporters programme
- Co-designing an innovative social analytics framework in which both analytics measures and tools for evaluating offline activity are explicitly linked to intended outcomes.
- Co-designing and implementing a series of ‘content curation’ experiments in order to enhance public engagement community reported content online
- Proposing a range of further web analytic tools and methods with evaluation of their application to be carried out over time.

In the first instance, Storycircle and social enterprise undertook an extended relationship building and planning stage of the collaborative research. We identified core areas of intended actions for change that the Community Reporter programme was intended to deliver – called ‘outcomes’ - in order to achieve social enterprise’s overall aims. The social enterprise then explicitly articulated five core organisational outcomes. At the heart of our approach to collaborative action research was a feedback loop, which takes a cyclical pass through the processes of planning, acting, observing and reflecting (with a view to informing the planning process of a subsequent pass through the cycle). The other planned passes of this action research cycle involved observations of Community Reporter group meetings (specifically, a specific local group of community reporters) and events. During the second pass of the action research cycle Storycircle supported and tracked the social enterprise, providing the organisation with practical guidance and background support for the collection and analysis of web data – including developing and repurposing a range of analytic tools for assessing the development of its digital infrastructure. The research cycles started with in the period April-August 2012, with subsequent cycles in August-December 2012, and January 2012-April 2013. Each pass through this cycle was marked by the compilation of a short report, circulated to all research partners.

The data collected include:

- Fieldnotes, audio recordings and photographs from local Community Reporter group monthly meet-ups
- Web captures and content pertaining to the support provided by the social enterprise for the Community Reporter programme
- Transcripts from individual and group interviews, web planning meetings and content curation meetings with local Community Reporter group
- Transcripts from monthly reflexive discussions with all of the social enterprise’s staff team and chief executive focused on progress of Community Reporter group support.
- Content production data
- Publicity material pertaining to the Community Reporter programme

We additionally undertook a series of community reporter interviews focused on our participants’ perceptions of news production and the value of community reporting. The interviews were conducted over the phone prior to our participants’ involvement in testing the new community
reporter website launched in December 2012 and January 2013. Seven of these interviews for which we have consent are being submitted to the UK Data Archive.

**Stream 2: Salford Lads Club**

Storycircle collaborated with Salford Lads Club over an eighteen-month period on a multi-phase process of narrative exchange around the Club’s 100th annual summer camp. The process was designed to engage and enrich the Club’s digitised archive and enhance its online activity. With support from Digitales Storycircle facilitated a series of participatory workshops with members and volunteers at the Club focused on intergenerational storytelling, video editing, video production, web development. The resulting Tales from Camp, a collection of fifteen videos featuring individual stories contributed by SLC members and volunteers of all ages, have been presented within the Club, alongside the permanent exhibition One Hundred Camps funded by Heritage Lottery; these feature on SLC’s social media channels and website.

A series of three initial workshops were held with club members using digital storytelling techniques, resulting in fifteen short videos. Subsequent work with workshop participants and Club officers led to screenings within the Club, an exhibition in 2012, and extensive work on the Club’s website involving our research team and the Club officers.

We gathered data in the form of field notes based on over 200 hours of field observations during workshops, exhibition events and informal sessions at the Club. We recorded a total of 16 in-depth interviews in two phases. Firstly, we conducted 8 loosely structured, oral history interviews with senior officers and volunteers at the Club with the primary aim of supplementing the narrative content generated within the formal storytelling workshops and creating recordings that could be used to enhance the Club’s own archive. The second phase of research interviews took place in May and June 2012 with 7 participants following the conclusion of the Tales from Camp project and used the interview protocol submitted with this user guide. These semi-structured interviews were conducted both in person at the Club and by phone. In addition, we conducted a more open, in depth interview with the Club’s project worker who led the 100 Camps project. Both this interview and 5 of the interviews conducted within this second phase for which we have consent are being submitted to the UK Data Archive.

Participants in the Tales of Camp project and the Storycircle research have been asked for their consent at various phases of the project. First, participants in the workshops signed consent forms in which they gave permission for their completed videos to be uploaded to named websites. Second, they were asked for additional signed consent for their videos to be screened on the BBC Big Screen in the Arndale Centre, Manchester. Participants who took part in the second phase of interviews gave verbal consent to the interview being recorded for research purposes and were informed that interview transcripts would be anonymised and used in academic publications. Finally at the conclusion of the project we sought written consent from interview participants for the data to be submitted to the UK Data Archive.

Whilst interview participants’ names and other identifying details have been anonymised from the transcripts, we took the decision not to anonymise the name of the Club itself. Salford Lads Club is a unique institution within a unique building. The interviews that we conducted focused on the Club and its history and specifically centred on a project whose outputs are publicly accessible on YouTube and on the Club’s website. In contrast to the other two data sets (the community reporter interviews and the sixth form college interviews and survey) it was felt that what makes the data potentially relevant and significant to other researchers would be largely lost if a more generic
description were to be adopted. We have anonymised the individual transcripts, using pseudonyms that we have used in articles currently in submission.

Stream 3: Sixth-form college

Storycircle’s eighteen-month collaboration with a sixth-form college in the north of England evolved over three phases of experimentation and facilitation focused on embedding processes of narrative exchange within the college. Each phase was negotiated, developed and co-designed in collaboration with study participants (staff, students, managers). Phase 1 was exploratory. Using storytelling workshops, observations and interviews with college leaders, staff and students, this phase generated dialogue around existing social and digital infrastructures. Desired outcomes for narrative exchange identified here were (1) a public-facing storytelling event; (2) a website showcase linking students’ (digital) content to curricular-related project briefs; and (3) the integration of social media with college activities, with training workshops for staff and students. In Phase 2, constraints identified in Phase 1 led to a study re-design that focused on Twitter and a Twitter event linked to the launch of a new college radio station in which college Wi-Fi network was experimentally opened up to students’ mobile phones for the first time and digital screens around the dining-hall were used to display student tweets in real-time. Towards the end of Phase 2, students were invited to participate in a broader exchange linked to a local arts festival based on storytelling. This was continued into Phase 3 with two strands of activity one with art and design students augmenting an on-site exhibition with QR-codes linked to web-hosted audio narratives and the other exploring web-based image archiving.

Data collected over the course of this research strand included field notes from observations at workshops, events, and informal interactions with staff and students; semi-structured interviews with college staff conducted at various stages of the project; focus groups and individual interviews with students; and quantitative data from a survey conducted with students at the college towards the end of the collaboration. The data submitted to the UK Data Archive comprises the SPSS dataset of the student survey, along with transcripts of 21 interviews conducted with college staff at various stages of our fieldwork, including seven conducted at the end of Phase 1, five conducted at the end of Phase 2, five conducted over the course of Phase 3 and four at the end of the fieldwork period. Unfortunately we were not able to obtain appropriate consents for the qualitative data from student focus groups and interviews to be archived.

Student survey – methodology and technical notes

Context and aims

The survey was conducted in November-December 2012 amongst students aged 15-19 at a sixth-form college in the north of England. It was conducted as part of our wider research project, which aimed to develop with the college a process of sustained narrative exchange that might support knowledge production and mutual recognition. As the broader fieldwork developed, interesting insights into the tensions around, and contradictory understandings of, social media platforms and personal mobile devices in the institutional setting emerged and a survey was proposed, the aim of which was to capture a wide spectrum of student voices around these tensions and contradictions.

The survey was designed to examine the types of technologies students have access to and the ways in which they use them as well as identifying students’ actual experiences of learning-related
technology use. The general aim of the survey was not only to measure patterns of access and usage but also to gather more subjective data on students’ attitudes to the use of digital technologies as a support for learning. The latter data were particularly sought with a view to informing future digital strategy in the college context.

Sample
The survey was open to all full-time students aged 15-19. A total of 889 students participated, equating to a response rate of 18.6% of the total college population (n=4778) within the specified age group (15-19) and study mode (full-time). Though not statistically generalizable beyond the particular settings in which the survey was conducted, findings may be transferable to other, similar, contexts. To give a sense of the context in which we operated: the post-industrial northern English city where the college is based ranks in the bottom 5% on the 2007 Index of Multiple Deprivation. Nearly 20% of the city’s working population have no qualifications at all, and six of its eight wards are among the 10% most deprived in the country. Educational attainment is below the national average, with 52.9% of school leavers achieving five or more GCSEs at grades A* to C (including maths and English) in 2011 (national average 59%). The college is one of the leading providers of post-compulsory education in the city, delivering a mixture of academic and vocational courses across all subject areas to a diverse student population that comprises both young and adults learners.

Questionnaire
The survey comprised a total of 31 questions distributed over six sections, focusing on (1) basic demographics; access to and general use of (2) mobile phones, (3) the internet, and (4) social media; (5) students’ existing learning-related use of social media and mobile phones, in and beyond the classroom; and (6) students’ interest in using the latter to support their future learning as well as their more general perceptions of and attitudes towards the college’s use of digital technologies. The survey comprised a mix of pre-coded and open-ended questions.

Implementation and Consents
An initial version of the survey was piloted with a small group of students who were asked to complete the questions in the presence of a researcher. They were encouraged to identify any questions or areas of difficulty at this stage and some minor modifications to question wording and structure were made based on feedback received.

The survey was implemented in partnership with the college’s management and teaching staff. It was promoted to students by teachers, via the student intranet, and on plasma screens and posters. Students who completed the survey were entered in a random prize draw to win an Apple iPad, a Kindle Fire HD, or £100 of Amazon vouchers. Students were informed at all stages that participation was voluntary, and measures were taken to obtain informed consent. Teaching staff were briefed on the survey and asked to explain its character and aims to students and parents. A consent form was distributed to parents of students under the age of 18 at parents’ evenings.

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1 A total of 997 attempted responses were collected. Aborted attempts (where the respondent had not completed any questions beyond the basic demographic section) and duplicates (identified by student ID) were removed from the dataset, as were a small number of responses from students aged 20 or above.

2 Data provided by the college.
The survey was made available online in Nov-Dec 2012 via Survey Monkey (www.surveymonkey.net). The entry page informed participants about the nature and purpose of the survey, explained how data would be used and gave assurances about anonymity. A FAQ page was also provided and participants were asked for consent before proceeding to the main survey. College affiliation was ensured by requiring entry of a valid student ID number.

**Data processing and anonymisation**

The raw data collected via Survey Monkey (997 cases) were checked against college records and two cases with invalid student ID numbers removed. A small number of duplicate cases (26) were also removed, as were any abandoned attempts, where only the basic demographic questions had been answered (55 cases). 24 cases where age was given as 20 or above were also removed.

Routing checks were performed to ensure the logical consistency of survey responses and minor adjustments made accordingly. Responses to “other – please specify” questions were used to cross-check and where appropriate correct answers to multiple-choice questions. Back-coding of this kind was performed as follows:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>q0006 (course type)</td>
<td>Checked against responses to an ‘other – please specify’ question (removed to preserve anonymity) and recoded into a dichotomous course type variable (academic/vocational).</td>
</tr>
<tr>
<td>Q0009 (Type of mobile phone)</td>
<td>Checked against verbatim responses to q0010 (make and model of phone) and corrected where appropriate.</td>
</tr>
<tr>
<td>Q0011 (mobile phone price plan)</td>
<td></td>
</tr>
<tr>
<td>Q0013 (amount of data included in price plan)</td>
<td>Checked against response to open-ended ‘other – please specify’ question and corrected where appropriate</td>
</tr>
<tr>
<td>Q0017_0001 through to Q0017_0009</td>
<td></td>
</tr>
<tr>
<td>Q0018_0001 through to Q0018_0009</td>
<td></td>
</tr>
</tbody>
</table>

In order to preserve anonymity, certain demographic variables, including postcode and college centre, as well as student ID numbers, have been removed from the publicly available dataset. Open-ended verbatim questions have been preserved as far as possible, with any identifying information removed.

**Weighting**

The data has not been weighted.

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3 We used Survey Monkey’s paid ‘Gold’ plan, which offers a range of advanced features beyond those available with the free version, including question routing and SPSS data capture.

4 In the case of duplicates, the criteria for which attempted response to keep were (1) the attempt where most questions had been answered or (2) if an equal number of questions had been completed, the response that was completed first (on the assumption that a second attempt would likely have been a respondent seeking to maximise their chances in the survey prize draw).
Ethical considerations

Storycircle was granted ethical approval by the Research Sub-Committee at Goldsmiths, University of London on 23rd August 2011. The following summarises the project’s key ethical considerations as outlined in the ethical approval form submitted July 2011.

“For the purposes of considering its ethical implications, Storycircle's streams of research activity have three distinct aspects: a) the narrative exchange processes that we stimulate with advice on possible technological enhancements (adjustments to digital platforms, user interfaces etc); b) our observations of these processes as they happen; and c) data collection (in the form of interviews and narrative analysis) after these processes are themselves complete.

“The processes we are seeking to stimulate will, in every case, be conceived and, in their details, negotiated with our local partners. They will therefore be based in a context of overall consent, and will be designed to fit within the normal range of activities of those partners [...] Participants will be recruited through our local partners whose procedures for contacting members of their constituencies (students, members, clients) may vary from case to case. In each case, local partners will be asked to make clear the general nature of Goldsmiths' research.

“The ethical implications of aspect c) will be addressed principally through the usual means of anonymising all interview transcripts and any quotations from contributed narrative content and interviews, and, where content to be quoted contains identifying material, removing or suitably disguising such material. The only additional issue concerns project streams which involve work with those aged 18 or under, as in the case of our first stream with Salford City College (sixth form only). In the case of participants aged 18 or under, additional wording will be included to provided for signature, indicating informed consent, by the participants' parent or legal guardian.

On aspect b), a primary feature of our action research will be the need to learn from digitally enhanced processes of narrative exchange, as they develop: observation of processes of debate, file exchange, collective editing, and posting is therefore central to the project. It is therefore vital that from the outset of each process all participants understand that this observation is a key part of Goldsmiths' research. This has already been made clear to all actual and potential local partners from the outset, and will be emphasised in the participant consent form that each individual participant on any project stream will be required to sign before their participation begins. […]

On aspect b) it is also crucial that the research is focussing on processes of public narrative exchange, and the contribution that digital platforms can make to such processes. Our suggested organising themes – suggested to all our partners – are stories of place, local/citizen knowledges and enthusiasms, intended in each case to stimulate publicly oriented narratives that are intended from the outset for public sharing.”

Selected outputs

To be supplied on publication
Documentation provided

Stream 1: Community reporters
- Consent form
- Interview topic guide
- Outcomes Framework Report

Stream 2: Salford Lads Club
- Consent form
- Interview topic guide

Stream 3: Sixth-form college
- Consent form
- Interview topic guide
- Survey questionnaire
- Survey FAQ sheet
- Survey briefing for teachers
- Survey Report
3. **Your consent to participate** in the proposed research between People’s Voice Media and Goldsmiths

**WHAT YOUR PARTICIPATION WOULD INVOLVE**

As is the nature of action research, your participation in this collaborative project will be flexible and led by your own experiences and skills as part of your role either as PVM staff or as a trained Community Reporter. Your participation in this research will therefore be as complementary to your professional role as possible. Your contribution to the research may involve participating in discussions, meetings, formal and informal interviews with the Goldsmiths team, and gathering outcomes data that derive from your existing role for the ‘Outcomes Framework’. Data will be used to inform the writing of research outputs towards the end of the research process, including for publication in peer-reviewed academic journals.

This data is subject to a Data Management and Sharing Plan [copies available on request]. This document explains:

- All data will have individual names and other directly identifying details removed before its use in our research, except where named public outputs are already available.
- The procedures to be used for the collection, storage and use of data generated by this research
- How Outcomes data and materials such as videos or stories that you own as an ‘author’ can be shared with the Goldsmiths research team without affecting your Copyright.
- How the project will be deposited with the UK Data Archive once it is completed.

**GIVING YOUR CONSENT TO PARTICIPATE**

If you have read the above information and are willing to participate in the research, please complete the consent form on the opposite page. Please pass on completed forms to Michelle Reckless: she will take a copy of this form for you to keep for your own records.

**FURTHER INFORMATION**

This research is being led by Dr. Luke Dickens, on behalf of the Storycircle team at Goldsmiths. If you have any questions or suggestions about this research at any time, please contact:

**Email:** l.dickens@gold.ac.uk  
**Telephone:** 020 7717 2991  
**Address:** Storycircle, Department of Media and Communications, Goldsmiths, University of London, 8 Lewisham Way, London, SE14 6NW

Alternatively, you can contact Dr. Richard MacDonald (r.macdonald@gold.ac.uk), or Storycircle team leader Professor Nick Couldry (n.couldry@gold.ac.uk).
CONSENT FORM FOR STORYCIRCLE RESEARCH PROJECT

Please tick the appropriate boxes

Taking Part
I have read and understood the project information and timetable above.  
☐ ☐

I have been given the opportunity to ask questions about the project.  
☐ ☐

I agree to take part in the project. Taking part in the project will include being interviewed and recorded (using audio, photography or video).  
☐ ☐

I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.  
☐ ☐

Use of the information I provide for this project only
I understand my personal details such as phone number and address will not be revealed to people outside the project.  
☐ ☐

I understand that my words may be quoted in publications, reports, web pages, and other research outputs.  
☐ ☐

Use of the information I provide beyond this project
I agree for the data I provide to be archived at the UK Data Archive.  
☐ ☐

I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.  
☐ ☐

I understand that other genuine researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.  
☐ ☐

_________________________________________  ____________________________  ________
Name of Participant [printed]  Signature  Date
Interview Protocol:
Questions for the ‘user-testing’ participants

INTRODUCTIONS:

☐ Explain nature of [Social Enterprise] and Goldsmiths collaboration on user-testing, and that interview will be anonymised and used in academic publications.

☐ This interview is interested in your own practices and experiences from being a Community Reporter.

☐ EXPLAIN SHAPE OF INTERVIEW:

1. Your own CR background
2. Your views about consuming and producing news stories
3. Your views about place, locality and connecting communities
4. Your views about the Community Reporter website

☐ There are no right/wrong answers, we are interested in hearing about your own opinions and perspectives whatever they are (+ve and -ve)

☐ Name? And confirm that you are happy to be recorded as part of this project?

☐ Age at last birthday? (Approximate age bracket is fine)

☐ Do you do Community Reporting as part of your current job? How would you describe your current occupation?

1. Opening Questions: Individual Background in Community Reporting [5-10 mins.]

☐ When did you first train as a community reporter?

☐ Why did you initially decide to become a community reporter?

☐ What training level are you currently at? What sorts of things did you do in your training? Like/not like in your training?

☐ How have you applied your training since then? What sorts of things have you done?

☐ How did this experience compare with your expectations (at time of training)?

☐ How have your Community Reporting skills changed over that time?
2. **Community Reporting in Relation to News Audiences and Public Engagement [10-15 mins.]**

Engaging *as* a member of news audience or public (NEWS CONSUMPTION)

☐ What sorts of news do you follow, if any?
☐ OR What sorts of news are you interested in, if at all, and why?

**Prompt with…**
- Specific producers? (eg. Daily Mail, BBC News)
- Topics/issues of interest? (Crime, Education, local news)
- Local and/or national news outlets? (Manchester Evening News, M3, Salford Star etc)

☐ Platforms/ mediums? (TV, Internet, Smartphone)

☐ Where and when, how often? (Daily, Weekly)

Engaged *with* news audiences and publics (NEWS PRODUCTION)

☐ Do you produce any of your own news stories as a Community Reporter?

☐ How often/how many?

☐ What sort of stories are you interested in telling?

☐ Use a recent example to describe the process you work through…?

☐ In your opinion, how does Community Reporting differ from other ways of reporting news?
  
  o Types of story: ‘good news’ stories? Not political?
  o Ways of reporting?

☐ Who do you imagine is the audience for your own Community Reporting/stories?

☐ If you write for a local audience, how do you think your stories might connect with others at regional or national level? How do you think this might work?

☐ Has your experience of producing stories as a Community Reporter changed the ways you consume news more generally?
3. **Place, Locality, and Scales of Community Reporting [10-15 mins.]**

**Intra-local:**
- What sorts of stories are important to tell about your local area? Give an example…
- Have you attended a local Community Reporter meet-up group, or worked with other Community Reporters in [YOUR AREA]?
- What sorts of things did you do together?
- What, if anything, did you find valuable about doing that?
- Did working with other local Community Reporters change your own views about what kinds of local story are important?
- Has being a Community Reporter changed how you understand your local area?

**Inter-local:**
- Have you ever made contact with Community Reporters from other groups across country? What was that like? Why did you do that?
- If so, did working with Community Reporters from other areas change how you approach your own Community Reporting?
- Has being member of the [Institute of Community Reporters](run by [PVM]) helped you to feel connected with other Community Reporters from across the country?
- Has the [Institute of Community Reporters](run by [PVM]) helped you feel connected with other communities and their stories?
- How might the [Institute of Community Reporters](run by [PVM]) better support connections between communities and Community Reporters in the future?
4. Community Reporting in Relation to Use of the [ ] website [5-10 mins.]

☐ Have you ever looked at the Community Reporter website? (www.communityreporter.co.uk)?

☐ How often?

☐ What sorts of things do you use it for?
  - Just looking? What at?

☐ How easy do you think the site is to upload your own community stories at present?

☐ How easy do you think the site is to find other community stories at present?

☐ How easy do you think the site is to find other Community Reporters at present?

☐ How well does the CR website link with other websites, social media tools, and the wider Internet?

☐ What is good and not so good about the current Community Reporter site overall?

☐ What sorts of things do you think could be improved? What sorts of things would you like the CR site to do in the future that it doesn’t do at the moment?
5. **Final Questions: Personal Understanding of Community Reporting [5 mins.]**

- What does it mean to be a Community Reporter in your opinion?

**Interviewer has option here to address any contradictions and/or make explicit any potential connections in supporting the answer**

**Notes here:**

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**TO CONFIRM...**

- Thanks for participation!

- What will happen next with the interview recording and wider project.
  - NB: User testing of new [site] begins on Monday 21st January

- How to contact the research team with any questions/comments.
Sample Outcomes Framework Report

Dr Luke Dickens, October 2012

For the Storycircle Project
Goldsmiths, University of London

NB. This is a sample report produced through sustained action research with a real social enterprise. All identifying information has been removed.
About the Storycircle Project

The Storycircle project is undertaken by a multi-disciplinary research team who specialise in conducting participatory ‘action research’ with community groups, educational institutions and industry partners designed to explore the relationships between narrative exchange, digital technologies and citizenship.

Storycircle is a core project of the Framework for Innovation and Research in MediaCityUK (FIRM) consortium, funded under the EPSRC ‘Digital Economy’ programme (grant number EP/H003738/1).

The Storycircle research team is led by Prof. Nick Couldry and is currently based in the Department of Media and Communications, Goldsmiths, University of London.

For further details of our work please see: www.storycircle.co.uk

Please direct questions and comments to: storycircleuk@gmail.com

About this Sample Report

- Use of this report is covered by the Creative Commons licence for non-commercial activity. Its author and the Storycircle project should be acknowledged in all cases.
- This report presents a sample ‘Outcomes Framework Report’ of potential use to a broad range of community-focused social enterprises and organisations, whether in full or parts within it.
- It is likely to be particularly relevant to those groups and organisations that work with community practitioners using digital tools and resources and/or involve some form of shared content production.
- It is based on a sustained 18-month action research collaboration with a real social enterprise. To make it useful beyond this case, all identifying information has been removed. Generic terms such as [Community Practitioner] or [Social Enterprise] are used and can be adapted or replaced for specific cases.
- This sample report is based on the ‘Social Analytics’ approach of on-going, monitored and reflexive practice with particular partners developed by the Storycircle research team. This involves a long-term consultation process, as referred to throughout this report, and as occurred in the specific context from which this sample was generated. This process is described in other supporting documents (see www.storycircle.co.uk).
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Executive Summary

This report introduces a sample [Community Practitioner] Outcomes Framework created through collaboration between [Social Enterprise] and the Storycircle team based in the Media and Communications Department, Goldsmiths College, University of London.

The framework responds to the overall aims of the [Community Practitioner (‘CP’)] programme, which are [to ‘support the sharing of community perspectives’ and ‘build connections between communities using social media’].

The framework is based around five intended outcomes designed in order to achieve these overall aims:

1. To develop the personal and technical skills of [Community Practitioners] [CPO1]
2. To sustain local groups of [Community Practitioners] [CPO2]
3. To stimulate the production of web content by [Community Practitioners’] [CPO3]
4. To enhance public engagement with [Community Practitioners’] web content [CPO4]
5. To expand the network of [Organisational Partnerships] [CPO5]

Outcomes 1 and 2 both address the aspects of support that [Social Enterprise] currently undertake with [Community Practitioners]; the first focuses on formal training [CPO1], while the later focuses on support to local groups in the less-formal context of meet-ups and other forms of networking [CPO2].

Outcomes 3 and 4 both address the core business of maintaining the [Community Practitioner] website as the primary public source of [Community Practitioners’] content, broken down into the changes that relate to the types of content production that [Social Enterprise] seeks to support with the programme [CPO3], and the ways that [Social Enterprise] might work with such content to enhance public engagement with it [CPO4].

Outcome 5 centres on the growth of the [Community Practitioner] network through national and international [Organisational Partnerships] [CPO5].

Section One details the development of the framework, while Section Two details the designing of key outcome indicators within the framework. The full Community Practitioner Outcomes Framework is available in Appendix 1.

This report is of potential use to a broad range of community-focused social enterprises and organisations, whether in full or parts within it. It is likely to be particularly relevant to those groups and organisations that work with community practitioners using digital tools and resources and/or involve some form of shared content production.
Introduction

This sample Outcomes Framework has been created through a collaboration between a [Social Enterprise] and the Storycircle research team led by Prof Nick Couldry and based in the Media and Communications Department, Goldsmiths College, University of London (Storycircle). Storycircle is a multi-disciplinary research team who specialise in conducting participatory ‘action research’ with community organisations, educational institutions and industry partners designed to explore the relationships between narrative exchange, digital technologies and citizenship.

This collaboration was initiated to support a number of significant developments that the [Social Enterprise] had planned to undertake with its [‘Community Practitioner’] programme during spring of 2012. These focused on the re-design of its training offer and accreditation structure, and the formal expansion of its network of community-level Partner Organisations. More practically, this [Social Enterprise] also wanted the collaboration to support a review of the ways its [Community Practitioner] website was being used in the period following its launch in spring 2010, and to consider potential enhancements and improvements to be included as part of its first major upgrade.

The decision to create this framework was driven by the [Social Enterprise]’s desire to undertake evidence-led, strategic reflection on the ways the above developments might address a number of challenges that many similar organisations are facing in the current period: the need to sustain the skills and networks of local groups after their initial training experience; the need to support public engagement with [Community Practitioner]’s content in ways that align with the fast moving technologies and trends of the web; and the need to position programmed activity in a climate of reduced funding and increased competition in the wider sector.

Storycircle, for its part, was interested in conducting sustained research with (and not just about) a nationally focused community media organization as it undertook a process of reflection and adjustment in response to the development of digital infrastructures, methods and tools directed towards addressing current challenges. Storycircle’ aim was to produce parallel research findings about the nature of narrative exchange, digital technologies and connected modes of citizenship in this context for public and scholarly presentations, and publication in international, peer-reviewed journals.

The implementation of the Outcomes Framework and production of parallel research findings are therefore hoped to offer key benefits for the [Social Enterprise] itself, its [Organisational Partners] in the sector and the growing body of Community Practitioners in the UK and beyond who operate under the programme. Internally, the framework will allow the [Social Enterprise] to account for the strengths and weaknesses of the [CP] programme, and crucially, reflect this information back to itself as an organisation in a way that will enable the effective targeting of future activity. Externally, it will help establish a robust evidence-base in order to demonstrate the impacts of the [Community Practitioner] programme to public audiences, funding bodies, and policy makers.

The overall aim is for the [Social Enterprise] to use the Outcomes Framework presented here to embed a process of organisational reflection into their working culture. Initially the framework will

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1 Storycircle is a core project of the Framework for Innovation and Research in MediaCityUK (FIRM) consortium, funded under the EPSRC ‘Digital Economy’ programme (grant number EP/H003738/1). The outcomes framework, indicators and data collection tools were developed by Dr Luke Dickens on behalf of the Storycircle research team and in consultation with [Social Enterprise]. Led by Prof Nick Couldry, the team also includes Dr Richard MacDonald, Dr Wilma Clark, Dr Hilde Stephansen and Dr Aristea Fotopoulou.
be used to produce an Interim Report (after six months) that will constitute a formative assessment to help guide further activity through reflection. It is hoped the Interim Report will lead towards the [Social Enterprise] completing a subsequent summative assessment, which will also serve as an externally available Annual Report (to be published after one year, marking the end of the collaboration with Storycircle). Storycircle will provide the [Social Enterprise] with back-ground support for reporting against the Outcomes Framework over this period, while undertaking parallel reflexive research designed to be complementary to this exercise rather than leading it more directly. The primary focus of this research will be following the [Social Enterprise]’s thematic developments and practical solutions for improved connectivity between user constituencies and enhanced public engagements achieved through the featuring and ‘curation’ of content (in CPO4) on the [Community Practitioner] website.

Section One below outlines the process of development behind the Outcomes Framework using some examples and leading towards some thoughts on how the framework might be used to measure, interpret and report on the [Social Enterprise]’s progress towards achieving its intended outcomes. Section Two then gives more detailed definitions for each of the five outcomes within it and explains the key indicators and sources of evidence for each. The Full Outcomes framework is available in Appendix 1 at the back of this report. Full copies of the raw data, data collection tools and guidance used here are available in a shared folder called [name] on the Dropbox service, for use by [Social Enterprise] staff and Board only.
Section One – Developing an Outcomes Framework

Taking an outcomes approach

An ‘outcomes’ approach is a method of evaluation concerned with assessing the changes or difference that programmed activity is intended to deliver on, and is commonly undertaken as a means of project self-evaluation within public, third sector and social enterprise organisations. This report draws on established and effective practice in taking an outcomes approach (using references to the documents in the box below), which will help with understanding the key terms used, and finding further guidance and tools. Full copies of the key guidance in the box below have been included in the Dropbox folder.

Key guidance for taking an outcomes approach

Arts and Humanities Research Council
http://www.ahrc.ac.uk/What-We-Do/Strengthen-research-impact/Pages/Self-evaluation.aspx
  [A bit technical but has a useful table on p.15 to help identify what can be measured on programme activity, and a useful sample template for reporting to funders on p.22]

BIG Lottery
http://www.biglotteryfund.org.uk/index/evaluationandresearch-uk
- ‘Explaining the Difference Your Project Makes’ (BIG, 2006)
  [An excellent source of guidance that most directly informs the steps taken here.]

Charities Evaluation Service
http://www.ces-vol.org.uk/
- ‘Assessing Change’ (CES, 2010)
- ‘Demonstrating the Difference’ (CES, 2009)
- ‘Your Project, It’s Outcomes’ (CES, 2007)
- ‘First Steps in Monitoring and Evaluation’ (CES, 2002)
  [A range of very good guidance. CES 2010 provides detailed support on developing and using outcomes monitoring tools. CES 2002 is a little dated and uses slightly different terminology.]

Jargonbusters
http://www.jargonbusters.org.uk/
- Jargonbuster, Issue 1 (Ashby & Nee, 2011)
  [A very useful glossary of plain English definitions of the key terms used throughout this document]

An outcomes approach differs from ‘outputs’ focused approaches concerned with counting the outputs of a given programme of activity, such as how many people have participated on a training course or how many videos have been uploaded onto a website. In an outcomes approach, outputs are taken to be important signals of changes that might be occurring but are not viewed as numbers that can simply speak for themselves. For example, having 600 unique users visit a website in November, or even 50 more unique users in November than October is potentially good news. But these numbers presented alone say little about the changes or difference that has been brought about as a result of an organisation’s activity. It might be that an increase of only 5 more users, but those who have behaved in more engaged ways with each other or remained on the website for longer than a few seconds would actually be a preferable outcome, especially if the intention of the
website is to increase connections and exchange between users rather than simply to keep to generating bigger numbers of visitors. This is not to say that such numbers are unimportant, but rather that they are only really useful if they are understood as indicators of the extent to which wider outcomes are being achieved or not. In the [Community Practitioners] case, this has meant setting out the top-level intended outcomes of the programme by thinking about why [Social Enterprise] does what it does with the [CP] programme, and using these considerations to design of the evaluation framework as a means of making sense of such numbers.

Defining intended outcomes

The overall aims of the [Community Practitioner] programme, since its establishment over five years ago, have been [to ‘support the sharing of community perspectives’ and ‘build connections between communities using social media’]. These address what [Social Enterprise] believe to be a clear lack of funding and provision for the kinds of community development that might be achieved by the practices of those working to organise their own local communities and share their own perspectives using social media. The first step in building the outcomes framework was therefore to identify the fundamental areas of work that [Social Enterprise] undertake to achieve such clearly articulated aims, and assess the extent to which they respond to this wider need (see BIG, 2006: pp.4-6).

Through consultation it was felt that the primary element of the business was working with the [Community Practitioners] themselves, both by offering training and also by providing less formal opportunities for them to work together. A second major area of work raised was the maintenance of the [Community Practitioner] website, both as a means of hosting [CP] content but also for organising and arranging such content in ways that might encourage public engagement with it. A third core area of work for [Social Enterprise] was in their recent efforts to move away from the limitations of direct delivery and instead expand their organisational provision by rolling-out its training and delivery packages through a network of recognised [Partner Organisations].

Having identified these core aspects of [Social Enterprise]’s work the next step in this process was to redefine these as intended outcomes; that is, identifiable outcomes that explicitly express the specific changes or difference each element was seeking to bring about (see BIG 2006: pp.7-12). Each outcome was to be stated in a single sentence that contained a clear object of change (who or what the change was directed towards) and a clear sense of the nature of such change (using words such as ‘develop’, ‘sustain’, ‘enhance’). The more clearly these could be stated, the more accurately these changes might be measured and assessed for their impact. This process of definition required a good deal of discussion, negotiation and working through several iterations of intended outcomes that related clearly to the overall aims of the [CP] programme, each time getting closer to a workable set of statements. Eventually five clear intended outcomes were agreed and defined, as outlined in the box below:

| 1. To develop the personal and technical skills of Community Practitioners [CPO1] |
| 2. To sustain local groups of Community Practitioners [CPO2] |
| 3. To stimulate the production of web content by [Community Practitioner]s’ [CPO3] |
| 4. To enhance public engagement with [Community Practitioners’] web content [CPO4] |
| 5. To expand the network of [Organisational Partnerships] [CPO5] |

Outcomes 1 and 2 both address the aspects of support that [Social Enterprise] currently undertake with their [Community Practitioners]; the first focuses on formal training [CPO1], while the later focuses on support to local groups in the less-formal context of meet-ups and other forms of networking [CPO2]. Given that these areas were felt to be quite different in terms of the intended outcomes sought, where the first focuses on individual skill development and the later on sustaining
group interactions and networking, it was felt important to have these as separate outcomes. Similarly, Outcomes 3 and 4 both address the core business of maintaining the [Community Practitioner] website as the primary public source of [Community Practitioner]’s content, but they too were broken down into the changes that relate to the types of content production that [Social Enterprise] seeks to support with the programme [CPO3], and the ways that [Social Enterprise] might work with such content to enhance various forms of public engagement with it [CPO4]. Outcome 5 centres on the growth of a formal network of national and international [Organisational Partnerships], who purchase a franchise licence to deliver the [Community Practitioner] programme on behalf of [Social Enterprise] [CPO5].

Activities designed to achieve intended outcomes
Implicit in these core areas of [Social Enterprise]’s work on their [Community Practitioner] programme are a number of more everyday ‘activities’ that they undertake. While it is tempting to begin to plan improvements to the [CP] programme by focusing on its activities, the purpose of defining broader areas of intended outcomes first is to reframe them in ways that most effectively meet the needs of provision. It is therefore important that intended outcomes do not change once established, since these will remain the core areas of identifiable difference the programme is seeking to make for this reporting period. By contrast, the activities undertaken in order to achieve these intended outcomes can be seen in more flexible ways. For example, work-plans might be redesigned to focus resources and capacity towards activities that most readily lead to the achievement of these outcomes. It is also important to recognise that activities can achieve more than one outcome. For example, undertaking training sessions will be likely to raise the personal and technical skills of participants [CPO1], but it might also be a useful opportunity to encourage participants to see the value of the opportunities for networking that the meet-ups might offer [CPO2], or begin to stimulate the production of certain kinds of content [CPO3].

The initial development of the Outcomes Framework required a basic audit of what types of activity were currently being undertaken to support the [CP] programme. Since [Social Enterprise] staff used a shared Google Calendar to manage their working week, this audit used a simple and freely available online tool to directly export relevant activity data. This enabled a system of ‘activity logging’ to be established, where colour coded calendar entries for a number of key ‘activity types’ began to be collected (such as training, [CP] group meet ups, networking events, website maintenance and so on). As a result it became possible to cross-reference the core activities that [Social Enterprise] undertook with the five main organisational outcomes that had been identified, and therefore begin to make more explicit the connections between the activities used to deliver the [CP] programme with the difference that such activities might be making.

Setting outcome indicators and sources of evidence
With the top-level outcomes defined and a sense of the main areas of activity currently undertaken to deliver them, the next step was to identify a range of potential ‘indicators’ that might suggest the extent to which these ‘intended outcomes’ were being achieved (see Section Two for details; see BIG 2006: pp.13-19). This required thinking carefully about the kinds of things that could be measured most effectively, initially by drawing up lists for each outcome, and then choosing those indicators that would give the strongest sense of change being achieved. In reality these were subjected to a number of minor revisions over several subsequent months. To keep this task manageable, the aim was to define no more than five key indicators for any given outcome, and to focus on the kinds of measurements that [Social Enterprise] were undertaking in some capacity already wherever possible. Following guidance on effective evaluation practice, the aim was also for a mix of qualitative and quantitative measures, objective and subjective measures, and regular and more specific measures (see CES 2007: pp.14-17).
So for example, five indicators were eventually defined and numbered for [CP01]: ‘To develop the personal and technical skills of [Community Practitioners]’ (see ‘Outcome Indicators’ in the first column Fig. 1 below). [CP01-1] is simply the number of training sessions held in any given month, while [CP01-2] is the number of [Community Practitioners] receiving accreditation in any given month (but given by each accreditation level to show progression). Both such figures are simple counts of ‘activity types’, as identified by activity logging discussed above, that became useful outcome indicators.

Given that the main focus of [CP01] is the [Community Practitioners] themselves, [CP01-3] is a self-assessed, subjective measure of their skills, taken as a ‘base line’ at the start of training and a ‘follow up’ measure at the end in order to assess how they felt their personal and technical skills might have changed over the course of training. [CP01-4] is a more objective measurement of the skill development within each group of trainees, since it is the observations of the trainer leading the session. This was hoped to give some context as to the aims of the session, and to account for some of the limitations of relying on self-assessments.

**Figure 1 - example of Outcome 1 as it appears in the Outcomes Framework**

The next step in developing the framework involved looking at the potential ‘sources of evidence’ – the data collection methods such as forms, surveys or registers - for each ‘outcome indicator’ (see ‘Sources of Evidence’ in the second column in Fig. 1; see CES 2010: pp13-23). In thinking through what would be most appropriate for collecting these measurements, it was important to look initially at the things [Social Enterprise] were already doing (see AHRC 2011: p.15). So for example, [CP01-1] counted the number of training sessions using the Google Calendar entries that [Social Enterprise] used to book the courses, while the self-assessed measurements on skill development in [CP01-3] were based on existing training evaluation templates available in the [Community Practitioner] resource pack, and the observed measure of group progress in [CP01-4] was based on a simplified version of a form that [Social Enterprise] had used in delivering group training with a local college. Even where there appeared to be no explicit means of collecting data on a given indicator, all of the indicators eventually chosen had the potential to be measured using existing administrative systems to produce viable outcomes data (see CES 2010: pp.24-44).
Data collection procedures: testing the framework

With a suitable range of indicators defined for each outcome, and a clear sense of where and how information for each indicator might be collected in principle, the next step was to be specific about what information was actually needed (CES 2010: pp.6-12) and to work through the procedures for how such information might be collected in practice (CES 2010: pp.45-50). This involved several months of testing existing procedures within [Social Enterprise], and then refining these with a focus on what was practical and achievable within current organisational capacity, so as to ensure there was little additional burden on staff in collecting outcomes data. So for example, data for [CPO1-1] and [CPO1-2] could be collected on a monthly basis using a custom report from existing [Social Enterprise] databases, while data for [CPO1-3] and [CPO1-4] were handwritten forms completed during each training course that had to be entered into a spread sheet (Using the Storycircle ‘Skills Assessment’ tool) as well as being systematically filed in the office.

Working through this process led to a lot of simplification of the overall framework, with some indicators being abandoned, and some sources of evidence being merged to account for several indicators simultaneously. The result was to include a column that stated in clear terms the steps required to collect the data, completing the framework and allowing it to serve as a step-by-step guide for all staff to follow its implementation (see ‘Information Needed’ in the third column in Fig. 1).

From this point it also became necessary to adapt and repurpose some of the administrative systems in place at the time to ensure they could work as viable sources of evidence. So for example, when testing the tool for exporting Google Calendar data it became clear that including some additional details about the course accreditation level and location in the calendar system at the point of entry would add a useful level of detail to the indicator for [CPO1-1], so some additional guidance was written for to help staff undertake this process. This was the case for other sources of evidence, where slight adjustments in working practices became necessary to ensure data was collected regularly and systematically.

Measuring, interpreting and reporting outcomes data

The final step was to begin to consider what to do with the data being collected. At a basic level, this process required establishing a system for organising data in a shared folder on Dropbox to allow [Social Enterprise] and the Storycircle research team to work collaboratively. Within this folder, a subfolder for each outcome was created. The raw data was collected for each outcome in a month-by-month snapshot, either in tables (using a non-proprietary .csv format) or, where paper copies of forms were used, these were scanned as .pdf copies and put into the relevant sub-folders. These files were systematically named using a reverse date format to enable them to be organised chronologically within each subfolder.

However, at a deeper level the task was to work analytically with the data to have a clearer sense about the achievement of the intended outcomes (see BIG 2006: pp.21-23; CES 2007: pp.14-17). Clearly, the processes outlined above are likely to generate a significant amount of data, presenting a challenge for interpreting what it might suggest about the changes being measured. A useful starting point was to focus on the possibilities for simple ways of representing and visualising key data using tables, charts and maps. From this it was possible to work backwards, identifying some of the key fields that would be necessary to include in the data collection in order to do this, such as including a location field in capturing training sessions in the Google Calendar as discussed above.

Part of this thinking also involved designing ways of performing simple calculations with key data. So for example, a ‘Skills Audit’ tool was built by the Storycircle team using MS Excel, which enabled [Social Enterprise] to compare baseline and follow up data on skills assessment, and which allowed
for percentage measures of reported changes in skills by individual, by group and by individual questions within the assessment questionnaire. In order to assess change over time, it was also decided to work with a monthly data collection frequency. While taking a month-by-month perspective is useful for giving fine-grained tracking, assessments of top-level organisational outcomes would be more reliable if they are made over a longer period (year-by-year) to allow for fluctuations and adjustments in how they are met overall.

In recognition of the complexity of forming nuanced interpretations of the kinds of data drawn together within the framework, a first pass through all available data was undertaken as a means of initiating a preliminary, working analysis of the headline findings. This was intended to stimulate some sense of what is being captured, but also to identify where further work is required to refine the representing, interpreting and acting on available findings. This process led to the production of an Interim Report for the six-month period since [Social Enterprise] launched its major restructuring of the [CP] programme and parallel website upgrade. This was an internal document that followed a clear structure for considering the extent to which each outcome was being achieved, and presenting basic findings in a way that could be usefully discussed within the organisation (for a sample template see also AHRC 2011: 22).

This kind of approach to reporting offers a useful way of drawing together what an organisation might learn about the impacts of its activity over time, and can be especially useful for identifying potential next steps to better target future activity and resources. Within the [CP] Interim Report, the Storycircle team have made a number of broad recommendations for potential next steps on the [CP] programme, and proposed a series of specific exercises and experiments to help address particular challenges identified within [CPO4] as a focus for the final phase of collaboration with [Social Enterprise]. Thus the Interim Report will subsequently serve both as a working base-line to assess the impact of future changes to the [CP] programme, and as a template for producing further periodic reports such as a planned Annual Report.

Ultimately, the rationale behind the outcomes approach outlined above has been to support [Social Enterprise] to develop interpretations of their intended outcomes for the [Community Practitioner] programme in order to reflect on the effectiveness of their organisational activity and to guide further strategic direction. Overall it is hoped that the Outcomes Framework will serve as a guide to help [Social Enterprise] find and present relevant evidence in flexible ways, becoming a core part of [Social Enterprise]’s regular annual reporting, but also supporting a range of more responsive reflections for a range of internal and external uses. While the examples given above focus on the basic aspects of designing [CPO1] (see Fig. 1), the next section gives further details as these steps apply to all five outcomes within the framework.
Section Two – Introducing the [Community Practitioner programme]
Outcomes

This section presents some further detail for each of the [Community Practitioner] outcomes in the framework, giving some context about what it is measuring and why.

CPO1 – “To develop the personal and technical skills of [Community Practitioners]”

This outcome has been used as an example in the previous section, so much of its development has been outlined already. Given that the training of [Community Practitioners] is perhaps the core element of the [Social Enterprise] business, this outcome was the natural starting point for designing the overall framework. By taking a broad approach to ‘community development’, rather than emphasising specific technical skills or forms of social media, [Social Enterprise] are clear that developing both personal and technical skills are important. Thus while it has been useful to count overall growth in numbers of training sessions [CPO1-1] and those successfully completing training [CPO1-2] to gain an indication of the ways this outcome is being met, it is at least as important to be able to account for the qualitative improvements in skill development, whereby participants report feeling more confident in initiating conversations with others, or feeling more competent in using digital media to produce their own stories [hence CPO1-3 and 4]. While the Storycircle ‘Skills Assessment’ tool provides percentage measures of skill development, it is essential that these are interpreted alongside the trainer’s observations of these developments, the rationale for undertaking training with a particular group and the nature of the kinds of questions being asked of them over the course of training.

Nonetheless, [CPO1-1] and [CPO1-2] are simple measures capable of accounting for achievements towards this outcome at a national (and potentially international) scale, since most training and all accreditations are made by [Social Enterprise] directly, making this aspect of data collection relatively straightforward. However, there needs to be some consideration of how best to collect training sessions undertaken by third-party [Organisational Partners], which make it much more difficult to apply [CPO1-3] and [CPO1-4] across all training delivered in the initial period. Instead, two small samples of training sessions where such data was collected have been used to begin to examine skill development more directly and explicitly. While it is impossible to make comprehensive claims about the nature of skill development that [Community Practitioner] training has achieved at a national level, it is still valuable to explore some preliminary findings from these cases as suggestive of the kinds of developments that might be taking place.

All indicators used here have taken account of the implementation of the new [Community Practitioners] accreditation system (using designated criteria for four distinct levels). This is particularly the case for [CPO1-2], which draws on a significantly improved and revised [Community Practitioner] database with new fields for ‘accreditation level’ and ‘date of award’ now included as a result of designing the Outcomes Framework. This is currently held as a spread sheet with limited ability to run advanced queries, but is being included as part of the upgrading of [Social Enterprise]’s Drupal platform and will include an online form for entering new practitioners. As a result of this work, it will not only possible to account for skill development at different accreditation levels, but by cross referencing each individual practitioner (using a unique reference number), it will be possible to measure individual progression across the accreditation levels, which would be a particularly strong measure of skill development. Moreover, such cross-referencing of the database in Drupal is hoped to link a given individual’s skill development and accreditation level with their participation in local networking activity (in CPO2), their production and posting of content (in CPO3), and the ways various interested publics might interact with their content (in CPO4).
CPO2 – “To sustain local groups of [Community Practitioners]”

This outcome is an attempt to capture the activities of [Community Practitioners] beyond their formal training experiences, and particularly for the ways they might work together at a range of scales in the formation of a distinct ‘community of practice’ (after the work of Jean Lave and Etienne Wenger). The decision to look specifically at this outcome is the result of [Social Enterprise] seeking to address the challenge they have experienced in sustaining contact with these groups, deemed important both because building a national body of [Community Practitioners] appears dependent on facilitating regular, on-going access to resources and support, but relatedly, the need to maintain the [Community Practitioner] website as the go-to source of their content is dependent on [Social Enterprise] maintaining links with its production base. On this later point, this Outcome relates to [CPO3], in that the continued production of content by trained Practitioners would in many ways signal that groups of Community Practitioners are indeed being sustained, but it is not sufficient to account more fully for the ways that group dynamics are maintained in this way.

This outcome also might include those groups not trained directly by [Social Enterprise] but by [Organisational Partners]. However, since the necessary data has yet to be collected by these third party organisations, data for this outcome is limited to those [Community Practitioners] that [Social Enterprise] has supported directly through [a local Community Practitioners] group in this reporting period. This is in part because meetings are often ad-hoc, but also because there is not yet a system in place for supporting such practices built in to the guidance nor any agreed means for systematically gathering and sharing data across these organisations. Nonetheless, it is important for [Social Enterprise] to consider the possibilities for replicating this outcome at a national/international level, possibly by establishing a database of all meet-ups including those undertaken by partner organisations.

It was necessary to devise some means of capturing data for this outcome. The result was the design of a simple, double-sided paper ‘Meet-up’ form that could be completed by hand during a session by the person leading it. This was structured as the primary source of evidence for indicators [CPO2-1], [CPO2-2] and [CPO2-3]. These indicators were adjusted over several increments, but the general approach was that alongside counting the number of sessions (and attendees) in [CPO2-1], capturing instances where individual group members took the opportunity to lead a session, give a talk or share skills with the group [CPO2-2], and where [CPs] had undertaken additional local networking activities outside of the sessions [CPO2-3] were solid indicators of groups being sustained.

The designing of the measures was undertaken in parallel with the re-design of the meet-ups themselves, where the overall hope was that these groups would become more self-directing than they had been in the past. Thus [Social Enterprise] took a number of steps in refining the model for delivery of these sessions, including encouraging an experienced [Community Practitioner] in the group to chair the sessions, starting each session with a ‘news round’ where each member reported to the group about what they had been doing over the past month, structuring the sessions themselves to include opportunities for group members to lead on sharing their skills and experiences, and concluding each session by soliciting ideas for the next session from the participants. In this regard, there were clear signs of a feedback-loop being generated between this intended outcome and the delivery of activity to help achieve it being established.

Similarly, CPO2-4 was added to try to capture interactions within [local Community Practitioner group]. At present [Social Enterprise] send regular email shots and newsletters to the group but this is a top-down interaction rather than one made between members themselves, and therefore not a
useful indication of the ways these groups might be self-sustaining at this stage. Ways of supporting [CP] groups to connect online and accounting for this activity within the [CP] site or alternatively using a third-party social network will be considered.

Low levels of attendance in the meet-up sessions in the early part of this reporting period was taken as an opportunity to discuss ideas for shape and style of future sessions and to boost attendance. Those that did attended were encouraged to discuss issues they had with sessions and their ideas for improving them, including boosting attendance. [Social Enterprise] followed up this direct feedback by conducting a basic survey with group mailing list, received some useful and interesting responses which lead to the decision to conduct a similar feedback survey on a more regular basis and forming [CP02-5].

CPO3 – “To stimulate the production of web content by [Community Practitioners]”

This outcome is concerned with the role that [Social Enterprise] might play in supporting the production of [CP] content. In part this is about quantitatively increasing levels of content production, and measured simply by counting the number of posts to the website [CPO3-1]. Further detail might also be achieved by cross-referencing data for this indicator with that collected on [Community Practitioners] themselves (such as their accreditation level, location and/or group affiliation), which would enable [Social Enterprise] to identify more precisely who is actively contributing their content to the site (Location, Accreditation Level, Gender, Age Bracket). This would give a stronger signal of the ways [Social Enterprise] might be stimulating content to be produced, such as correlations between training and the frequency of posts received for a given region, or how types of content might vary by the level of accreditation that Community Practitioners have achieved (ie. where those with a higher accreditation level might produce more advanced types of content).

However, this outcome is also intended to account for the qualitative nature of this content as it produced by [Community Practitioners]. As the [Social Enterprise] editorial policy makes clear, content should be focused on positive, community level perspectives that avoid overtly political or religious expressions, but it also explicitly encourages wide ranging perspectives. It is therefore likely to be interpreted in different ways by [Community Practitioners]. As such, [CPO3-2] is included to gather valuable insights into what sort of content is being uploaded, especially by following the specific themes and issues that are of interest to [Community Practitioners] themselves and that form the basis for the stories they choose to tell. This draws primarily on the definitions users give to their content in the required fields at the point of uploading to the [Community Practitioner] website, such as the title, categories and tags they place, and for which [Social Enterprise] offer specific guidance on. Breaking this count down by content type is also proposed in order to give some sense of the mix of media being produced, particularly since [Social Enterprise] offer guidance and training explicitly on these different modes. There is also scope within this indicator for more detailed examination of content samples where [Social Enterprise] might unpack the substance of the stories told and use this to refine the categories used and guidance offered.

While the other indicators here all relate to activity undertaken through the [Community Practitioner] website, [CPO3-3] seeks to capture examples of where [CPs] produce content for other outlets. At present this is an ad hoc system, but it is important that [Social Enterprise] has begun to reflect on value of such activity more systematically.
CPO4 – “To enhance public engagement [Community Practitioners’] web content”

While Outcome Three was about the differences [Social Enterprise] might bring about in the production of [Community Practitioners’] content, this outcome is intended to gain a sense of the changes [Social Enterprise] might bring about in the ways such content is engaged with. The central object here is the public, or various publics or constituencies, which make up the audience for [Community Practitioner] online content. However, as with the other outcomes, the emphasis is not simply on increasing the audience numbers, but to understand the nature of this audience and therefore to enhance their levels of active engagement with site content. The indicators for this outcome are concerned with the size of this audience, but broken down to consider where they are located and when they visit the site within any given month [CPO4-1], and also how they find their way to the [CP] site [CPO4-2], what sorts of content they are interested in and how they interact with content and each other once on the site itself [CPO4-3] and [CPO4-4].

The key data collection tool used here is Google Analytics (GA), a web analytics service on the Google platform that allows for the flexible measurement of website usage and generation of reports, tables and charts to visualise such data. While GA was designed primarily for marketing purposes it is flexible enough to be used in a wider self-evaluation framework, as well as being freely available and fairly user-friendly. The customisable reporting function has been used to capture and organise relevant data for each of the indicators in this outcome area. However, there are a number of alternative options for web analytics that may be of use here, and there is not necessarily a need to be dependent on GA, especially since it is free to users on the basis that Google has access to this data too via user IP addresses. Both the current Drupal 7 platform used to build the [Community Practitioner] site and other third-party tools, such as Disqus, HootSuite, Mail Chimp, Topsy, Tweetdeck and so on, offer further possibilities for the kinds of ‘social analytics’ approaches that underpin this outcome. There is also scope for some re-purposing such third-party tools (becoming ‘critical evaluation data’ and ‘reflexive’ tools rather than ‘marketing’ tools), or for combining these tools, sometimes described as ‘auto content circulation’, using tools such as ‘IFTTT’ (If this then that).

The customised GA ‘Audience’ report for [CPO4-1] gathers data on ‘unique visitors’ to give an accurate figure for audience numbers in any given period, but it can also determine ‘new visitors’ from ‘return visitors’ to give a sense of the sustainability as well as growth of the [CP] audience over time (in this case, with data captured on a monthly basis). This functionality also allows for site visitors to be geographically located, presenting this information in ranked tables by location and on a basic map. This feature is of value because it will reflect the geographically differentiated extent of national audience coverage for the [CP] site. While users located by top UK city (top 10 or 25) is perhaps the most useful scale given the current focus of the [CP] programme delivery, taking an international perspective is also possible. This data can also be imported into a Drupal mapping module and/or an open-source GIS software package to enable this audience engagement to be mapped but also compared with [CP] activity, such as the locations of training sessions, or the places discussed in particular content pages, to see if there is any correlation.

[CPO4-2] is concerned with the ways visitors arrive at the [Community Practitioner] site. Primarily this is from different sources (as either ‘direct’, ‘organic’ search or ‘referral’) and by different medium (eg. Google, Facebook, or the [Social Enterprise] blog), but visitors from mobile platforms is also captured. Further details are also captured on the different search terms used in finding the site, and the ‘landing page’ they arrive at the site on (since this isn’t always the home page). Data relating to this indicator will help to discern between those visitors looking for the site (and thus are likely to already have some relationship with [Social Enterprise]/[CP]s) or find the site by searching for something else (thus a potentially more public kind of audience). It will also help situate these various audience constituencies within the wider internet, looking at how other platforms such as
Facebook or the [Social Enterprise] blog might be referring people to various parts of the site, and what this might signal about the kinds of engagement with [CP] content that this offers.

[CPO4-3] is custom designed to measure passive engagement with site content, which can be inferred through the ways GA captures basic data on visitor behaviour, such as the time spent on different parts of the site, the average numbers of pages they view and the bounce rate (the percentage of visits that leave the site again after the first page), linked to the most visited site content. It therefore gives a basic indication of the interests of the [CP] audience when they just view content rather than do anything more active with it. Such interactions are still valuable, and knowing which pages are being viewed most frequently or for the longest periods of time is likely to help identify patterns in the interests of site users. Google also has a visualisation tool in their new analytics suite which produces a graphical representation of movement or ‘flow’ pathways through a website. This tool is interactive making it possible to look more deeply into the dynamics of site traffic through a particular page or ‘nodes’ on a website, which would allow [Social Enterprise] to explore how users navigate through the [CP] site, and how they connect individual pages and content items as they move.

[CPO4-4] is concerned with measuring more active forms of visitor engagement with site content, which is significant given the overall outcome here is to enhance social connections and exchanges across a growing body of [Community Practitioners’] content. The custom GA ‘Visitor Behaviour’ report captures basic data on pages where social action occurs (such as ‘liking’ or ‘sharing’) and on the social medium that such actions relate to (such as Facebook or Twitter). As discussed above, there is also scope for using other platforms to both support further social actions while also gathering data on them, such as using the Disqus comments function already on the [Community Practitioner] site or Drupal’s Flags module to include the capability for users to interact with the content they view in a range of ways. These will be refined in parallel with the on-going site development work.

Instances of featured or ‘curated’ content [CPO4-5] are an important indication that the [CP] website is receiving and supporting a critical mass of engagement with its content drawn together to foreground community perspectives around distinct themes. The important distinction here is the difference between ‘top-down’ and ‘bottom up’ modes of curation, the former as a means of stimulating engagement with local community content in response to national topics or themes, while the later starts with locally reported content in order to engage wider public audiences. A range of web analytic systems identified in the above indicators can be used to follow the curating of content where this might occur online. However, at present, the most effective means of collecting data from this process as it occurs ‘off-line’ is yet to be defined (though a number of possibilities have been raised and included in the framework). Discussions to date have also focused on having a solid understanding of data relating to [CPO3-2] as a vital preliminary step for [Social Enterprise] in achieving – and knowing that it is achieving – effective content curation. A central focus of the next stage of collaboration between [Social Enterprise] and the Storycircle research team will be to undertake specific content curation experiments intended to stimulate narrative exchanges both within and across particular themes that are most clearly identifiable from existing content. The framework will then be updated to include appropriate methods that best account for the ways this process unfolds.

CPO5 – “To expand the network of [Organisational Partnerships]”

This is an organisational outcome intended to trace the expansion of the [Community Practitioner] programme regionally, nationally and internationally through the uptake of franchise licences by [Organisational Partners]. In tracing the routes through which partnerships emerge, [CPO5-1]
captures activity types likely to lead to interest in sales interests, [CPO5-2] captures instances of expressed interest in purchasing a licence, and [CPO5-3] captures actual sales. Data for each contains quantitative measures of sales value, size and scope of [Organisational Partners] but also their industry sector and areas of interest. Crucially all of these indicators can be located spatially, so that a dynamic picture of network development can be established, and the extent to which this outcome secures the overall aim of connecting communities at a range of scales is being achieved.

[CPO5-4] is currently in development but is an attempt to understand the qualitative difference that an expanded network of [Organisational Partners] makes to those involved. Broadly this is an assessment of the value and impact that the circulation of goods/services/information/ideas might be making within an expanded network of partners. At this stage, [Social Enterprise] is experimenting with capturing data for this indicator using a monthly telephone update with each partner, and recording any significant developments with a free digital tool (Catch). The effectiveness of this approach will be assessed in the Interim Report.
### CP OUTCOME ONE [CPO1]:
“**To develop the personal and technical skills of [Community Practitioners]**”

<table>
<thead>
<tr>
<th>Outcome Indicators:</th>
<th>Sources of Evidence:</th>
<th>Information Needed:</th>
</tr>
</thead>
</table>
| CPO1-1  
Number of [CP] training sessions at all membership levels | Activity Log | Training sessions recorded in Google Calendar and exported to spread sheet using GTimeReport.¹ To collect the number of sessions, the number of participants, training location, trainer, and the level of the training. Enter data using the Storycircle ‘Activity Log’ system.² |
| CPO1-2  
Number of [CP] at all membership levels | [CP]database | Currently on MS Excel spread sheet but to be included in Drupal’s Views module³ (will need online input form/page). Numbers given for each membership level. By recording this by the date (Month/Year) that an individual [CP] achieves an accreditation it is also possible to identify where Community Practitioners move levels and by how much (i.e. progression). |
| CPO1-3  
[CP’s] self-assessment of skills | Skills Audit form | Participants complete an ‘Initial Skills Audit’ form prior to training (BASELINE) and a ‘Final Skills Audit’ form at accreditation (FOLLOW UP). Enter data into the Storycircle ‘Skills Assessment Tool’ for the specific training session.⁴ Use the tool to cross reference scores for Initial and Final Skills assessments, and calculate extent of skill development achieved through the training offer, and the drop-off rate (Starters vs. Completers). Personal data and matrix scores (Personal Skills, Specific Skills) could eventually be logged on the [CP] database and reported on using Drupal’s Views module. |
| CPO1-4  
Instructor’s assessment of [CPs’] group progression and achievement | Instructor’s Group Observation form | Instructors to take observation notes of group as both BASELINE & FOLLOW UP. Completed forms to be scanned as .pdf and stored in a folder (but could eventually be logged on training or [CP] database if functionality is developed). To include form and additional guidance in updated ‘Guidance to Instructors’. |
CP OUTCOME TWO [CPO2]:
“To sustain local groups of [Community Practitioners]”

<table>
<thead>
<tr>
<th>Outcome Indicators:</th>
<th>Sources of Evidence:</th>
<th>Information Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPO2-1 Number of monthly CP meet-ups held</td>
<td>Meet-up form</td>
<td>This should include attendance numbers of CPs for each meet-up event. All national partners could eventually report meet-ups to [Social Enterprise] to compile these in a spread sheet of national data. This could eventually take the form of some sort of log/diary/calendar, or even a ‘Meet up’ page using Drupal’s Views module for groups to upload information from their ‘Meet-up’ forms.</td>
</tr>
<tr>
<td>CPO2-2 CPs take a lead at a local meet-up event</td>
<td>Meet-up form</td>
<td>Group chair to complete meet-up form to count the number of times CPs [to include additional details]:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• chair a session [CP name]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lead a ‘skill share’ session [CP name, topic, outline]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lead a ‘guest speaker’ session [CP name, guest name, organisation, topic]</td>
</tr>
<tr>
<td>CPO2-3 CPs participate in additional local networking</td>
<td>Meet-up form</td>
<td>Group chair to undertake ‘news round’/ feedback from past month with group and add summary to the meet-up form. Also to include progression opportunities or work experience/employment.</td>
</tr>
<tr>
<td>CPO2-4 CP group interactions on-line</td>
<td>TBC. HootSuite, Mail Chimp, Disqus, Drupal Forum and Comments modules?²</td>
<td>Procedure TBC. At present top-down mail shot from content manager to group is sent periodically. [Social Enterprise] to look for ways that more cross-group, bottom-up interactions might be achieved, but needs mechanism to be agreed first.</td>
</tr>
<tr>
<td>CPO2-5 CPs’ assessment of meet-up group provision</td>
<td>Email/online survey</td>
<td>Undertaken annually or bi-annually. Request for feedback to include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• aspects of the sessions they find useful/valuable from the sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• aspects of the sessions they think need improving (and how they think this could be done)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ideas and suggestions for content/projects for forthcoming meet-ups</td>
</tr>
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</table>
## CP OUTCOME THREE [CPO3]:
**“To stimulate the production of web content by [Community Practitioners’]”**

<table>
<thead>
<tr>
<th>Outcome Indicators:</th>
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</table>
| **CPO3-1** Number of times CPs post content to CP site | Drupal Views content report | This indicator is concerned with WHO is producing content. Use Drupal Views to generate monthly content report in .csv format. To give a breakdown by:  
  - User meta-data [cross-reference with CP database]: Location; Accreditation level; Age; Gender |
| **CPO3-2** User definitions of community reported content | Drupal Views content report, needs Drupal Community Tags module | This indicator is concerned with WHAT SORT of content is being produced. Use Drupal Views to generate monthly content report in .csv format. Use report to identify trends and themes from (but also to consider refining categories used to reflect content being posted):  
  - Use of admin-defined meta-data attached to content: Content ‘Type’ [e.g. video, photo, audio, and text]; UK regions; thematic ‘Categories’.  
  - Use of user-defined ‘title’, ‘description’, and ‘tags’ of content  
  - Crowd-sourced definitions by other site users: tags added using Community Tags module  
  - Samples of content might also be taken for more detailed reflection |
<p>| <strong>CPO3-3</strong> CPs produce content for third-party outlets | TBC. Ad-hoc, requires CPs to inform [SOCIAL ENTERPRISE]. Catch? | Procedure TBC. [SOCIAL ENTERPRISE] to keep a record and consider how best to collect this – possibly as part of the ‘News round’ at the CP meet-up, and/or part of the monthly call-around to National Partners. |</p>
<table>
<thead>
<tr>
<th>Outcome Indicators:</th>
<th>Sources of Evidence:</th>
<th>Information Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPO4-1</strong></td>
<td>Number of unique visits to CP site</td>
<td>Google Analytics custom report&lt;sup&gt;8&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>CPO4-2</strong></td>
<td>Sources of visitor traffic</td>
<td>Google Analytics custom report</td>
</tr>
</tbody>
</table>
| **CPO4-3** | Passive engagement with site content | Google Analytics custom report and ‘Flow Visualisation’<sup>9</sup> | • Google Analytics - Use GA custom report on ‘Engagement with content’ (visitor behaviour metrics) to download monthly report in .csv format. NB. to include page views, downloads and responses to [SOCIAL ENTERPRISE]’s blog content, discussion papers etc.  
• Could also use ‘user journeys’ and ‘visitor flow’ functionality in Google Analytics to consider number of steps [inc. drop-off rates] to content pages, ‘About’ page and any specific content that appears to be trending. Could also use a ‘conversion’ to count the number of unique visitors who view content pages within a set number of steps (can give as a % of all unique visitors). |
| **CPO4-4** | Active engagement with site content | Google Analytics custom report, Disqus Stats report, Drupal Views report - needs Drupal Flags module.<sup>10</sup> | • Use GA custom report on ‘Content Circulation’ to download monthly report in .csv format.  
• Drupal - User interactions with content using Flags, Forum and Community Tags modules. [needs stats report in .csv using Views]  
• Disqus - Number and nature of comments on CP Site content [needs stats report in .csv].  
• [TBC] Storify - Number and nature of comments on CP Site content [needs stats report in .csv].<sup>11</sup>  
• [TBC] Possibly use additional web analytics to better follow circulation through social networks and wider web (HootSuite? Tweetdeck?) [needs stats report in .csv].<sup>12</sup> |
| **CPO4-5** | As above but for instances of ‘curated’ or featured content | As above | Procedure as above, but to use custom GA report and others from CPO4-4 to report specifically on engagements in instances of ‘curated’ or featured content. Cross-reference to Activity Log record of curation activities undertaken. |
CP OUTCOME FIVE [CPO5]:
“To expand the network of licenced [Organisational Partnerships]”

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<tr>
<th>Outcome Indicators:</th>
<th>Sources of Evidence:</th>
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</tr>
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</table>
| **CPO5-1** Number of [SOCIAL ENTERPRISE]’s public engagements and marketing campaigns | Activity Log, CRM database | ● Activity Log entries for ‘Public Engagements’ and ‘Campaigns’ on Google Calendar exported to GTimeReport.  
● Include staff member, locations of talks, titles of presentations and campaigns, descriptions etc. Download monthly report in .csv format |
| **CPO5-2** Number of enquiries for Organisational Partnership status | ‘Sales Lead’ on CRM database | To capture submitted expressions of interest. To confirm ‘source’ for each. Broken down by: potential value of sale, location of organisation, sector of organisation, size of organisation, extent of [Community Practitioner] training and support offer. Download monthly report in .csv format |
| **CPO5-3** Number of Organisational Partnerships agreed | ‘Sales’ on CRM database | Broken down by: value of sale, location of organisation, sector of organisation, size of organisation, extent of [Community Practitioner] training and support offer. Also by ‘Sales Type’ [new or repeat] and ‘stage’ [potentials, actuals etc.]. Download monthly report in .csv format |
| **CPO5-4** Exchange of goods/services/information between network of Organisational Partners | Catch | [SOCIAL ENTERPRISE] to include this as part of monthly updating calls/contact with partners. Could also automate a basic level of reporting back to [Social Enterprise] for Organisational Partners, to agglomerate data for regional/national/international level [TBC]. |
Web references and tools:

2. See the guidance document for the Storycircle ‘Activity Log’ system.
4. See the Storycircle ‘Skills Assessment’ tool and related guidance document.
7. https://catch.com/
STORYCIRCLE is a two-year research project led by Goldsmiths, University of London. The aim of the project is to investigate how different social contexts and web-based platforms enhance the process of publicly sharing and exchanging stories.

Salford Lads Club collaborated with Storycircle on a 12-month project called Tales from Camp, a series of storytelling and video editing workshops that took place between July 2011 and September 2011, resulting in a collection of videos made by members, former members and volunteers of the Club. The workshops were followed by exhibition of the videos for which we sought your consent.

Following the Tales from Camp workshop we conducted interviews both in person and by phone with some workshop participants to gather their reflections on the project.

We would like to submit your interview transcript in an anonymised form to the UK Data Archive where it will be accessible to other genuine researchers who may use it in further publications, reports or web pages, but only if they agree to preserve the confidentiality of the information as requested in this form.

**Declaration of Consent: Project Participants**

- I have read the information about the research. [ ] (please tick)
- I have had opportunity to ask questions about the research. [ ] (please tick)
- I agree to participate in the research project [ ] (please tick)
- I confirm that my participation has been entirely voluntary [ ] (please tick)

I understand that I may end my participation in the project and/or withdraw my data at any time, without giving any reason and without any disadvantage to myself.

Your name ________________________________

Signed: ________________________________ Date: ________________________________

The Storycircle project is part of a wider contribution to FIRM (Framework for Innovation and Research in MediaCityUK). The research is funded by the Engineering and Physical Sciences Research Council (EPSRC).
Questions for the Salford Lads Club ‘100 Camps’ participants

INTRODUCTIONS:

☐ Explain nature of SLC and Goldsmiths collaboration on ‘Tales from Camp’, and that interview will be anonymised and used in academic publications.

☐ Name? And confirm that you are happy to be recorded as part of this project?

1. Opening Questions: [5 mins.]

☐ Briefly, how would you describe your (current) role at the Salford Lads Club?

☐ When did you first attend the Salford Lads Club itself and how old were you?

☐ What was the club like at that time, and how does that compare to the club at present?

2. Camp Questions [10-15 mins.]

Use specific details from ‘TfC’ films for when their first camp was, and what they remember from it, in order to remain specific to participants’ personal stories, and to encourage further elaboration from their own experiences.

☐ In your film you said your first camp was in ___________, and you talked about __________________________ - can you tell me a bit more about why you chose to tell that story? What was significant about it for you?

☐ (OR - When was your first camp, and what do you remember most about it?)

☐ What role do you think going camping has played for the club and its members more generally over the (past 100) years?

3. Digital Storytelling Process Questions [20 mins.]

☐ Did you watch your finished film from the Tales from Camp project?

☐ What did you think about it?

☐ How did it make you feel?

☐ Did you show it to anyone else? What did they say?
Did you watch some of the other films that people had made?

What did you think about the films as a collection overall?

What did you find valuable (or less valuable) from participating in the storytelling workshops with Goldsmiths? Including:
- the group storytelling and recording?
- looking at old film and photographs?
- editing and illustrating your film?
- watching the finished films?
- plans for filming the next camp?
- The display/exhibition of the films and photos?

The camp films and pictures will be put onto the SLC website. What potential uses do you think they might be put to for the club in the future? In terms of:
- widening access to its archive
- organising group activities
- raising funds
- sharing news
- telling stories, like the ones from Tales from Camp

Do you ever look at or use the club’s site? Its Facebook and Twitter pages?

Do you use the internet, other websites or social media in general?

What role have all the heritage and arts projects played for the club? (Eg. Street of a Thousand Children; Baden Powell to Morrissey; Swedish Drill; and 100 Camps)

4. **Final Questions: [5-10 mins.]**

What has been the club’s role in the area, in terms of its relationships with the local community and local young people over that time?

What does the club’s motto - ‘to brighten young lives and make good citizens’ - mean to you?

**TO CONFIRM…**

Thanks for participation.

What will happen next with the interview recording and wider project.

How to contact the research team. Leave a card.
Researchers:  Professor Nick Couldry, Dr Richard Macdonald, Dr Luke Dickens, Dr Wilma Clark and others

Project Partner:  [redacted]

This flyer tells you about our research. We hope it will be useful to you. Please read this information carefully before deciding whether you wish to participate. If you have any questions, we will be pleased to answer them for you.

STORYCIRCLE is a two year research project led by Goldsmiths, University of London. The aim of the project is to investigate how different social contexts and web-based platforms enhance the process of publicly sharing and exchanging stories.

The [redacted] strand of the Storycircle project focuses on ways in which students use websites and/or social media platforms for sharing content, contributing to online discussions and for collective or collaborative editing and/or file exchange. We will also conduct surveys and/or interviews with some participants or groups of participants to better understand their use of, and reflections on, these tools. Participation in project activity is entirely voluntary. We hope that you will enjoy participating in the project and that our research will help you and others to better understand how to use social media effectively in the college setting.

Data generated in students’ use of designated online websites and/or social media platforms during project activities will be live and public. These data will also be observed, recorded and analysed by Goldsmiths researchers (or their FIRM partners) and may be referred to in project reports, conferences and publications. All observations and interview data and any quotations arising from use of live public websites and platforms, will, before being used in our research, be anonymised with all identifying details removed.

Data generated through the Storycircle project may also be archived at the UK Data Archive, where it will be accessible to other genuine researchers who may use it in further publications, reports or web pages, but only if they agree to preserve the confidentiality of the information as requested in this form.

**Declaration of Consent: Project Participants**

- I have read this information leaflet about the research. □ (please tick)
- I have had opportunity to ask questions about the research. □ (please tick)
- I agree to participate in the research project □ (please tick)
- I confirm that my participation is entirely voluntary □ (please tick)

I understand that I may end my participation in the project and/or withdraw my data at any time, without giving any reason and without any disadvantage to myself.

Name: ___________________________
(Block Capitals)

Signed: _______________________  Date: ___________________

The Storycircle project is part of a wider contribution to FIRM (Framework for Innovation and Research in MediaCityUK). The research is funded by the Engineering and Physical Sciences Research Council (EPSRC).
Interview topic guide – interviews with college teaching staff (Autumn 2011)

1. Name, role, department.
2. What have been your interactions with the Storycircle project this term (events, workshops, etc.)?
3. What positive things have come out of the project for you?
4. Have you perceived any limitations? If so, how significant are they?
5. What, for you, is the single most useful thing to come out of the project so far?
6. What has been the least useful for you?
7. Are you currently using digital technology to support students learning? If so, what technologies, for what purpose and why are you using them? With what measure of success or engagement on the part of students and/or the wider community?
8. How do you understand/perceive the Storycircle process in the college context?
9. Are you interested in developing an online presence with and for your students? What shape might this take?
10. How would you like to see the Storycircle process develop next term?
11. What level/type of support would you need to make this happen?
12. Anything else you would like to add?
Note: This survey is only for students at Salford City College. A valid student ID number is required to complete the survey.

Thank you for taking part in the Use of Digital Technologies Survey.

All students who COMPLETE THE ENTIRE SURVEY are eligible to enter a draw for the following PRIZES:

iPad 3 16GB
Kindle Fire HD 32GB
£100 in Amazon vouchers

About the survey

This is a cross-campus survey of students (aged 16-19) which is being carried out in collaboration with Goldsmiths, University of London. The aim of the survey is to find out more about how students use digital technologies such as mobile phones, the internet and social media. Your feedback is very important to us and will help your college better understand how digital technologies can be used to support your learning.

Please answer the questions to the best of your ability. There are no right or wrong answers – we just want to know your thoughts. The survey should take around 15 minutes to complete.

By agreeing to participate in the survey, you give permission
1) for Salford City College and Goldsmiths to use the information you provide for research purposes
2) for the information you provide to be archived for future use by other genuine researchers.

The answers you give will be completely anonymous – we will not use your name or personal details in any way. Your participation in the survey is completely voluntary and you are free to withdraw at any time without giving a reason.

Have any questions? See the FAQs for more information.

*1. Please tick below to give your consent to participate in the survey.*

☐ ☐ I have understood the information given above and agree to participate in the survey.

**About you**

*2. Please enter your Student ID.*

This information is needed for administrative purposes and will not be linked in any way to the answers you provide.

*3. What was your age on your last birthday?*

*4. Are you male or female?*

☐ ☐ Male

☐ ☐ Female

*5. Which of the following college centres do you attend?*

☐ ☐ Eccles Sixth Form College

☐ ☐ Pendleton Sixth Form College

☐ ☐ Walkden Sixth Form Centre

☐ ☐ City Campus Skills Centre

☐ ☐ Other (please specify)
6. What course are you studying?
- AS Level
- A Level
- BTec
- Other (please specify)

7. What is your postcode? The first half of your postcode (e.g. M6) is sufficient.

Mobile phones

8. Do you have a mobile phone?
- Yes – one that is only for my own use
- Yes – one that I share with other people
- No

Mobile phones

9. Which of the following best describes the type of mobile phone you have? Is it...
- An iPhone
- A BlackBerry
- An Android phone
- A Windows phone
- Something else
- Don't know

Mobile phones

10. What is the make and model of your phone (e.g. Apple iPhone 4, Nokia Lumia 610, Samsung Galaxy S II, etc.)?
**11. Which of the following best describes the kind of price plan you have for your mobile phone?**

- [ ] A pay-as-you-go plan
- [ ] A pay monthly contract
- [ ] Don’t know
- [ ] Something else (please specify)

**12. Is internet use included in your price plan?**

- [ ] Yes, I get unlimited data
- [ ] Yes, up to a certain amount of data
- [ ] No, I have to pay extra for data
- [ ] Don’t know

**Mobile phones**

**13. How much data is included in your price plan per month?**

- [ ] 250 MB
- [ ] 500 MB
- [ ] 750 MB
- [ ] 1 GB or more
- [ ] Don’t know
- [ ] Other (please specify)

**Mobile phones**

**14. Who pays the costs for your mobile phone use?**

- [ ] I pay all of the costs myself
- [ ] My parents/someone else pays all of the costs
- [ ] I pay part of the costs myself, my parents/someone else pays the other part
**15. Do you use your mobile phone for any of the following things? If so, how often?**

Please look at the list below and tick ONE answer for EACH type of activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make or receive voice calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send text messages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send instant messages (e.g. BBM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send or receive pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send or receive videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send or receive email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Browse the internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use social media (such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook, Twitter, or similar)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Internet use**

**16. In general, how often do you use the internet?**

- Several times a day
- Once a day
- 3-5 days a week
- 1-2 days a week
- Every few weeks or less often
17. Where do you usually access the internet?

Please tick all that apply.

- At home
- At friends’ or relatives’ houses
- At college
- Public library
- Internet café
- On my mobile phone
- On someone else’s mobile phone
- On another mobile device
- Other (please specify)

18. When you are at HOME, how do you access the internet?

Please tick all that apply.

- On a desktop computer
- On a laptop computer
- On an iPad or similar kind of tablet computer
- On a mobile phone
- On an iPod or other MP3 player
- On a game console like X-Box or Play Station
- On a portable gaming device like P-S-P or Nintendo D-S
- I don’t use the internet at home
- Other (please specify)

Social media

We are interested in finding out more about how students use social media (such as Facebook, Twitter, YouTube, blogs, etc.).
**19. Do you currently use any of the following social media? If so, how often?**

Please look at the list below and tick ONE answer for EACH type of social media.

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>I have used this in the past but don't use it now</th>
<th>I have never used this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MySpace</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bebo</td>
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<tr>
<td>YouTube</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vimeo</td>
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<tr>
<td>Flickr</td>
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<td></td>
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<tr>
<td>Instagram</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DeviantArt</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Pinterest</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Blogger, Tumblr, Wordpress)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google+</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linkedin</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Do you use any other social media? If so, please use the space below to tell us about which other social media you use and how often you use them.

---

**20. We are interested in the kinds of things students use social media (such as Facebook, Twitter, YouTube, blogs, etc.) for. Not everyone has done these things. Please just indicate whether you ever do each one, or not.**

Do you ever use social media to...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat or exchange instant messages with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send private messages to friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post comments on a friend’s page or wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share something that you created yourself, such as your own blog, artwork, photos, stories or videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share links to other people’s blogs, artwork, photos, stories or videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote an activity or event that you are involved in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Social media

**21. Do you ever use social media to...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find information about current events or politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss current events or politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep up to date with news about celebrities (such as artists or sportspeople)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find information relating to your personal interests or hobbies (such as sport, music, or art)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join online groups relating to your personal interests or hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss personal interests or hobbies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Technology and learning

We are interested in finding out more about students’ experiences of using technology in relation to their school/college work.

**22. Have you ever used social media (such as Facebook, Twitter, YouTube, blogs, etc.) for any of the following things?**

Please answer YES or NO for each type of activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding information relating to school/college work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing school/college work with friends or classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing school/college work with teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making your school/college work (such as essays, images, videos or artwork) available online</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you used social media for any other activities relating to your school/college work? If so, please give details in the space below.
23. Have you ever used social media (such as Facebook, Twitter, YouTube, blogs, etc.) for school/college work in any of the following ways?

Please answer YES or NO for each type of activity.

| In class, for something a teacher asked you to do | Yes | No |
| In school/college, but not in class | Yes | No |
| Outside of school/college, on your own | Yes | No |
| Outside of school/college, together with friends | Yes | No |

Technology and learning

24. Have you ever used your mobile phone for any of the following things during school/college hours?

Please answer YES or NO for each type of activity.

| Look up information online during a lesson to help with your work | Yes | No |
| Participate in a discussion or vote using Twitter | Yes | No |
| Participate in a discussion or vote using text messaging | Yes | No |
| Share images or video | Yes | No |
| Upload work to an online portfolio or blog | Yes | No |
| Upload anything to a social network site | Yes | No |

Have you used your mobile phone for any other classroom activities? If so, please give details in the space below.

Use of technology at

We want to know more about HOW, WHEN and WITH WHOM students might like to use social media to support their learning at Salford City College. The final set of questions will ask you about this.

25. Would you be interested in using any of the following social media to...
26. Would you be interested in using any of the following social media to...

**Communicate with other students OUTSIDE of college hours?**

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. Would you be interested in using any of the following social media to...

**Communicate with teachers DURING college hours?**

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. Would you be interested in using any of the following social media to...

**Communicate with teachers OUTSIDE of college hours?**

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**29. Would you be interested in using any of the following social media to...**

**Share and receive feedback on your college work from a wider audience?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of technology at**

**30. Would you be interested in using any of the following social media to...**

**Promote events or activities you are involved in at college to a wider audience?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of technology at**

**31. Would you be interested in using any of the following social media to...**

**Interact with professionals in your subject area (such as journalists, designers, scientists, or business people)?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs (e.g. Tumblr, Wordpress, Blogger)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of technology at**

**32. Are there any other ways that you would like to use social media (such as Facebook, Twitter, YouTube, blogs, etc.) to support your learning and/or other activities at Salford City College?** Please tell us in the space below.
*33. Do you have any other suggestions or comments about the use of social media and other technologies at Salford City College? Please tell us in the space below.

You can tell us your thoughts about how these are used now, and how you would like to use them in the future.

Enter the prize draw

34. If you would like to be entered into the prize draw for an iPad 3, Kindle Fire HD, or £100 in Amazon vouchers, please provide your email address below.

The winners will be drawn at random and contacted by the college after the survey has closed.

Confirm email address

35. Please confirm your email address.

Submit your response

That’s it, you’re done! Thank you very much for taking the time to answer these questions.

The data that is collected in this survey will be analysed by researchers from Goldsmiths, University of London. The results will be made available to all students and staff at Salford City College in early 2013.

If you have any questions or concerns about the survey, please email Wilma Clark (w.clark@gold.ac.uk) or Hilde Stephansen (h.stephansen@gold.ac.uk) at Goldsmiths.

If you are happy with all your answers, click on 'Done' to submit your response and exit the survey.
**Frequently Asked Questions**

Q: Can I complete the survey more than once?
A: No. Each student should complete the survey only once. Additional attempts from the same student will be disqualified.

Q: I made a mistake! Can I correct it?
A: As long as you are still in the survey, you can go back to a previous question to correct your answer. Once you have completed or left the survey you cannot change your responses.

Q: Can the survey be saved halfway through and finished later?
A: No, the survey has to be completed in one sitting.

Q: Why do you need my student ID?
A: We ask participants to supply their student ID to verify that their response is genuine.

Q: What will happen to the information I provide?
A: The data will be stored on a secure server at Goldsmiths, University of London, which is only accessible to members of the Storycircle research team. The data will be used completely anonymously; we will never share your personal details with anyone else or link them to your answers. After the end of the Storycircle research project, the data may be placed in an archive to enable other genuine researchers to access it. None of your personal details will be included in such an archive.

Q: What if I don’t want to participate in the survey?
A: The survey is completely voluntary – you don’t have to participate if you don’t want to. You can exit the survey at any time; however **only** those who answer **all** the questions will be eligible to enter the prize draw. If you complete the survey but later change your mind, you can write to the research team at Goldsmiths and ask for your data to be withdrawn from the study.

Q: What if I have any other questions or concerns?
A: You can contact Wilma Clark (w.clark@gold.ac.uk) or Hilde Stephansen (h.stephansen@gold.ac.uk) at Goldsmiths, University of London.
Brief for teachers

About the survey
The Use of Digital Technologies Survey is being carried out in collaboration with the Storycircle research team at Goldsmiths, University of London. The aim of the survey is to gather data on students’ use of mobile phones, the internet and social media, and how they might like to use digital technologies to support their learning.

Important information for teachers
- All students (aged 16-19) at SCC are asked to complete the survey. It is important that as many students as possible participate to ensure the data we collect is representative.
- All students who complete the survey are eligible to enter a prize draw for (1) an iPad 3, (2) a Kindle Fire HD, (3) £100 in Amazon vouchers. They must complete all the questions and provide their email address at the end of the survey in order to enter the draw.
- It would be preferable for time to be set aside in class for students to complete the survey without distractions. The survey should take around 15 minutes to complete but some students may require more time.
- Before they start the survey students need to read the information provided on the first two screens and give their consent to take part. If they decide they don’t wish to participate, they can leave the survey at this point.
- Students need to provide their college ID – this is to ensure each student completes the survey only once.
- The survey must be completed in one sitting. If, after starting the survey, a student accidentally closes the browser window or has to abandon the session for any other reason they can start the survey again. If this happens, the student or teacher should inform the research team by email: h.stephansen@gold.ac.uk.
- As far as possible, avoid giving additional explanations of survey questions to students.

What to tell students
General
- Explain who is carrying out the survey and what its aims are (see ‘about the survey’ above).
- Their feedback is really important as it will help Salford City College better understand how digital technologies can be used to support their learning. This is their chance to have their say (and win prizes)!

Specifics
- The survey must be completed in one sitting. Students cannot go back to change their responses once they have left or completed the survey.
- Students should complete the survey individually without talking to others.
- The data we collect will be used anonymously –students’ personal information will not be linked to their answers in any way.
- The survey should take about 15 minutes to complete and consists of around 30 questions. It is important that students take the time they need to think about the questions and answer them to the best of their ability.
- Read the instructions for each question carefully. Some of the questions require only a single answer while others ask students to indicate all the things that apply to them.
- Some of the questions have several sub-sections. It is important to consider these carefully and provide an answer for each one.
- Some questions provide space for students to give additional information in their own words. Please encourage students to look out for these and use them as an opportunity to tell the college their opinions.
Digital Technologies Survey

Students’ Adoption, Use and Perceptions of Digital Technologies and Social Media

2013

Dr Hilde C. Stephansen & Dr Wilma Clark
with the participation of
Professor Nick Couldry & Dr Richard MacDonald
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Introduction

This report focuses on the adoption, use and perceptions of digital technologies amongst students at [a sixth-form college in the noth of England, henceforth ‘the college’]. It forms part of a broader research project that focused on the concept of the digital story circle as a site of, and for, narrative exchange and knowledge production. Drawing on this wider research, this report presents the results of a survey (n=889) conducted at the college in autumn 2012, which focused on social media, mobile phones and the use of digital platforms to support learning, participation and community engagement.

Recent research indicates an ongoing interest in the adoption and use of digital technologies, including social media and mobile phones, by young people and has considered the impact of these tools in young people’s everyday lives as well as their implications for learning and education. This report builds on that earlier research and contributes to it by focusing on perceived gaps and opportunities afforded by currently available digital platforms and the practices and processes that enable these to be harnessed by young people and their social communities as a means of facilitating a process of narrative exchange that is participatory, sustainable, and which encourages and promotes an ethos of mutual recognition, even in the high stakes environment of formal education.

Much attention is paid in technology enhanced learning research to trends and developments in the use of the digital platforms as a support for teaching and learning (Johnson et al, 2012). In formal educational contexts, such research has traditionally focused on ways of connecting and extending learning through a focus on lifelong learning (Dunlap and Lowenthal, 2011) mobile phones and m-learning (Kearney, 2012; Pachler, Bachmair & Cook, 2009; Sharples, 2007; Traxler, 2009) and the use of handheld devices, e.g. iPads (Clark & Luckin, 2013) to support anywhere-anytime or seamless learning (Wong, 2012). Other and related research, meanwhile, has focused on the adoption and use of social media and mobile phones by young people and the new forms of literacy required to make such use effective and appropriate in formal educational settings.

Much prior research has focused on learning and the institutional context, or young people and learning in informal contexts. Less prevalent are those that present the learners’ perspective on technology adoption and use in the institutional context. This report contributes to filling this gap by presenting an up-to-date picture of how learners at [the college] use and perceive digital technologies, both in the context of their everyday lives and in relation to their education.

With respect to the conclusions that can be drawn from the results outlined in this report, some caution should be exercised. As the survey focused specifically on the student population of [the college], our findings are not necessarily applicable beyond that context. Moreover, as the study was not conducted with a random sample of students, it is not possible to provide an accurate assessment of statistical significance (the extent to which the survey results can be generalised to the [college] student population as a whole). Nonetheless, it is possible to say that the sample is reasonably representative of the wider [college] student body and that – broadly speaking – our findings are therefore likely to be generalisable. See Appendix 1 for full details of the survey methodology.
Executive summary

Mobile phone ownership appears to be almost universal among the [college] student body and 88% of students reported owning smartphones. The most popular type of phone was Blackberry (37%), followed by Android phones (27%) and iPhones (23%).

61.5% of students have monthly mobile phone contracts while 38.5% are on pay-as-you-go plans. Most students have at least some mobile data included with their price plan, though a notable minority of 13% have to pay extra for any internet use. Sizeable proportions of students pay for either all (38%) or some (14%) of their mobile phone costs out of their own pocket.

Variations in payment arrangements make a considerable difference to the type of mobile phone price plan that students have, with those whose parents pay all of the costs being more likely to have a monthly contract and greater access to inclusive data allowances. Such variations correlate with age and plausibly socio-economic differences.

The majority of students report using their phones frequently and for a variety of purposes. The most common daily uses of mobile phones are for text messaging (88%), browsing the internet (84%) and using social media (84%). The frequency with which students use mobile phones for these activities depends considerably on having smartphones and access to inclusive mobile data.

There were some differences in mobile phone use related to demographic variables. Older students and students on academic courses were more likely than younger students and those on vocational courses to use their phones for ‘traditional’ activities such voice calls and emails. Girls are somewhat more active mobile phone users than boys, particularly when it comes to taking pictures and using social media.

Students at [the college] are frequent and highly mobile Internet users who use an increasing variety of devices to go online. Home is the most popular location for accessing the internet (93%), followed by mobile phones (79%) and college (75%). Study results suggest that the desktop computer is increasingly giving way to a diversity of mobile devices, including laptops, mobile phones and tablets, suggesting that students increasingly have their own individual means for going online. However, students who do not have smartphones and/or inclusive mobile data allowances are considerably less likely than others to access the internet on their mobile phones.

Students report using a variety of social media platforms, frequently and for a diversity of purposes. Facebook is the most frequently used platform, with 82% of students reporting daily use, followed by YouTube (75%) and Twitter (55%). The most prevalent uses of social media are for everyday social activities like chatting, messaging and posting comments, but considerable numbers of students also use social media for more publicly-oriented and potentially civic activities.

The majority of students have at least some experience of using their mobile phones for learning-related activities during college hours, including such activities as looking up information, sharing or uploading materials, using online portfolios and for digital discussion/voting. However, students’ ability to use their phones for such activities varies considerably according to technical and material constraints.
Students report having used social media for a diversity of learning-related purposes, including finding information (68%) and discussing college work with peers (73%) or teachers (27%). Students appear to have experience of using social media for learning in a variety of contexts, though they were more likely to have used social media for self-directed learning outside of the classroom than for teacher-led activities.

There are strong correlations between everyday and educational social media use, with the likelihood of students having engaged in any of the learning-related activities surveyed increasing markedly with experience of similar extra-curricular social media use. This suggests that students who are generally familiar with and confident in the use of social media are also more receptive to educational social media use.

Considerable numbers of students are favourably inclined towards the use of social media for learning-related purposes. Students are most interested in using social media to communicate with their peers, whether during (81%) or outside of (92%) college hours, while 43% expressed an interest in using social media to communicate with teachers either during or outside of college hours. Sizeable proportions were interested in using social media to share and receive feedback on their college work from a wider audience (49%), to promote activities they are involved in at college (53%), and to interact with professionals in their subject area (64%).

Interest in using social media to support learning was strongly related to previous experience of educational social media use. For example, almost two thirds (65%) of students who had previously used social media to communicate with teachers were interested in doing so in the future, outside of college hours, compared to only around a third (36%) of those who lacked this experience. Similarly, 65% of students who already had used social media to make college work available online were interested in doing so in the future, compared to only 38% of those with no experience in this area.

Qualitative data from responses to open-ended questions indicate a desire among students for greater access to social media and digital technologies at the college, and for social media to be used more actively to facilitate access to learning materials as well as communication with teachers beyond the classroom. Other comments focused on the utility of social media for peer learning and interactions with the wider community, including for promoting events and activities as well as for keeping up to date with news relating to local industry and higher education.
Chapter 1: Use of Digital Technologies

This chapter provides a review of findings from our survey that reflect students’ basic access to digital sources, whether from their mobile phones, via the Internet generally or via social media.

1.1 Mobile Phones

Mobile phone ownership appears to be almost universal among the [college] student body and the majority of students use their phones frequently and for a variety of purposes. However, the level of access that mobile phones provide to people and data varies in interesting and important ways, depending on factors such as phone type, price plan and payment arrangements. It is likely that such differences have their basis in socioeconomic differences.

Access

The vast majority of survey respondents (95%) own their own personal mobile phone. However, thirty students reported not owning a mobile phone, while seventeen said they had a mobile phone they shared with others. The most popular type of phone is Blackberry (37%), followed by Android phones (27%) and iPhones (23%). Hardly any students (1%) own Windows phones. Altogether, 88% of students reported owning one of these types of phones (which can all be characterised as smartphones), while 12% reported owning other types of phones (mostly non-smartphones or ‘legacy’ phones with fewer features than the other types).1

Figure 1. Type of mobile phone

![Pie chart showing distribution of mobile phones](http://www.storycircle.co.uk)

1 Students were asked to place their phone in one of the following categories: ‘an iPhone’, ‘a Blackberry’, ‘an Android phone’, ‘a Windows phone’, ‘Something else’, or ‘Don’t know’. A follow-up question asked students to specify the make and model of their phone; this information was then used to cross-check responses and, where appropriate, to correct students’ own categorisation, thereby reducing the number of ‘don’t know’ and ‘something else’ responses. The ‘other’ category should therefore be a reliable indicator for phones that lack ‘smart’ capacities, especially the ability to download and use apps, including social media apps.
Costs
The majority of students (61.5%) have monthly contracts, although a sizeable minority (38.5%) have pay-as-you-go price plans. Most students have at least some data included in their price plan: around a third (38%) have unlimited data included and around half (49%) have a certain amount of data included. A notable minority (13%) reported having to pay extra for any mobile data they download. Of those who said a certain amount of data was included in their price plan, nearly two thirds (61%) had 500Mb or less per month, while around a third (32%) had 1GB or more.

A sizeable proportion of students pay for either all or part of their mobile phone use out of their own pocket. While around half (48%) reported that their parents or someone else paid all of the costs, 14% said they contributed some of the costs and 38% said they paid all of their mobile phone costs themselves.

Variations in payment arrangements make a considerable difference to the type of mobile phone price plan that students have. 84% of students whose parents pay for their mobile phone use have monthly contracts, compared to 49% of those who pay part of the costs and only 40% of those who pay all of their own mobile phone costs.

Figure 2. Who pays mobile phone costs

(n=855)
Table 1. Mobile phone price plan, by who pays for mobile phone costs

<table>
<thead>
<tr>
<th>Mobile phone price plan</th>
<th>Student</th>
<th>Part student</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pay-as-you-go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>51%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>Monthly contract</td>
<td>40%</td>
<td>49%</td>
<td>84%</td>
<td>62%</td>
</tr>
<tr>
<td>Number of students</td>
<td>321</td>
<td>121</td>
<td>395</td>
<td>837</td>
</tr>
</tbody>
</table>

Contract arrangements in turn make a difference to the extent to which students are able to access mobile data. 98% of students on monthly contracts reported having at least some data included in their price plan, compared to 72% of students on pay-as-you-go contracts. Almost a third of students on pay-as-you-go contracts (29%) said they had to pay extra for any mobile data that they use (see table 2). Among students who get a certain amount of data included with their price plan, the type of contract also makes a difference to the amount of data they get. 39% of students on monthly contracts get 1GB or more data included per month, compared to only 11% of those on pay-as-you-go contracts.

Table 2. Mobile data included, by mobile phone price plan

<table>
<thead>
<tr>
<th>Is internet use included in your price plan?</th>
<th>Pay-as-you-go</th>
<th>Monthly contract</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I get unlimited data</td>
<td>36%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Yes, up to a certain amount of data</td>
<td>36%</td>
<td>58%</td>
<td>49%</td>
</tr>
<tr>
<td>No, I have to pay extra for any data</td>
<td>29%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Number of students</td>
<td>301</td>
<td>508</td>
<td>809</td>
</tr>
</tbody>
</table>

These variations in payment and contract arrangements correlate with differences in age and (arguably) socio-economic differences. Unsurprisingly, the older students get, the more likely they are to be responsible for costs of their mobile phone use. 58% of 18-19 year olds pay for all of their own mobile phone costs, compared to only 28% of 15-16 year olds. As shown in table 3, the survey also indicates that students on vocational courses are more likely than students on academic courses to pay for their own mobile phone costs (41% compared to 28%). Though course type cannot be treated as anything more than a crude proxy, it is possible to speculate on links between parental income/class and the ability to pay for students’ mobile phone use.
Table 3. Who pays for mobile phone use, by course type

<table>
<thead>
<tr>
<th>Course type</th>
<th>Academic</th>
<th>Vocational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I pay all of the costs myself</td>
<td>28%</td>
<td>41%</td>
<td>38%</td>
</tr>
<tr>
<td>I pay part of the costs myself, my parents/someone else pays the rest</td>
<td>19%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>My parents/someone else pays all of the costs</td>
<td>53%</td>
<td>46%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Number of students | 187 | 668 | 855 |

Use

Students at [the college] report using their phones frequently and for a variety of purposes. As indicated in table 4, the most common uses of mobile phones are for text messaging (88% report doing this daily), browsing the internet (84% daily) and using social media (84% daily). Interestingly, a considerably smaller proportion (61%) report using their phones daily to make or receive voice calls, which is suggestive of a broader shift in the way that mobile phones are used (and perceived to be for), perhaps linked to the broader capacities of the smartphone.

Around half of all students (46%) use their phones daily to take photographs, while around a third (30%) send or receive pictures on a daily basis. Only a minority of students use their phones daily to record videos (13%) and to send or receive videos (13%); however, most students do use their phones for these activities at least occasionally (80% to record videos and 60% to send/receive videos).

Table 4. Mobile phone use

<table>
<thead>
<tr>
<th></th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make or receive voice calls</td>
<td>38%</td>
<td>22%</td>
<td>18%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Send text messages</td>
<td>79%</td>
<td>9%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Send instant messages (e.g. BBM)</td>
<td>52%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>32%</td>
</tr>
<tr>
<td>Take pictures</td>
<td>26%</td>
<td>20%</td>
<td>32%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Send or receive pictures</td>
<td>16%</td>
<td>14%</td>
<td>25%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Record videos</td>
<td>6%</td>
<td>7%</td>
<td>25%</td>
<td>43%</td>
<td>20%</td>
</tr>
<tr>
<td>Send or receive videos</td>
<td>6%</td>
<td>7%</td>
<td>15%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>Send or receive email</td>
<td>31%</td>
<td>15%</td>
<td>17%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Browse the internet</td>
<td>75%</td>
<td>9%</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Use social media</td>
<td>76%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

N=852
The frequency with which students use mobile phones for these activities varies considerably depending on the types of mobile phones they have as well as their access to mobile data (see Figure 3). Of particular interest to our concerns in this study are the constraints that these factors place on students’ abilities use their mobile phones to access the internet or use social media. Only 37% of students with ‘other’ phones use these daily to browse the internet, compared to 91% of those with smartphones. Similarly, only 41% of those with other phones access social media daily on their phones, compared to 91% of those with smartphones. The type of phone that students have also makes a major difference to the frequency with which they use their phones to take and to send or receive pictures: 49% of students with smartphones use their phones daily to take pictures, compared to 23% of students with other phones (for sending and receiving pictures these figures are 33% and 9% respectively).

![Figure 3. Daily mobile phone use, by type of phone](image)

(n=846)

Similarly, access to mobile data also affects the frequency with which students use their phones to go online. Around half (49%) of students with no data included in their price plans use their phones daily to browse the internet, compared to 91% of those with some data included and 92% of those with unlimited data. Similarly, half (50%) of students with no data included use their phones daily for social media, compared to 89% of those with some data included and 94% of those with unlimited data.)
Over and beyond these material constraints, there were also some differences in mobile phone use related to demographic variables. Older students were more likely than younger ones to use their phones daily for voice calls (69% of 18-19 year-olds compared to 54% of 15-16 year-olds), sending text messages (92% compared to 83%) and for sending and receiving emails (53% compared to 39%). While these differences may in part relate to older students’ greater ‘purchasing power’ they can also be read as reflecting a shift away from more traditional uses of mobile phones among younger students, who use their phones as frequently as their older counterparts to browse the internet and access social media.

There were also some interesting variations by gender. On the whole, girls appear to be somewhat more active mobile phone users than boys, particularly when it comes to taking pictures: 56% of girls reported using their phones to do this daily, compared to 37% of boys. Girls were also slightly more likely than boys to use their phones daily for sending text messages (92% compared to 85%) and using social media (88% compared to 81%). Meanwhile, when it comes to course type, students on academic courses were somewhat more likely than students on vocational courses to use their phones daily for voice calls (68% compared to 59%) and to send or receive email (54% compared to 43%).

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2 This difference was only detectable among students who have some or unlimited mobile data included in their price plan.
Summary and recommendations (section 1.1)

Mobile phone ownership is near universal among the [college] student population. Most students have smartphones and the majority have at least some mobile data included in their price plans. The majority of survey respondents use their mobile phones frequently and for a variety of purposes, the most common of which are text messaging, internet browsing and using social media.

There are clear opportunities for classroom and broader teaching strategies that build on this widespread and diverse usage. However, notable minorities of students have phones that lack ‘smart’ capacities and/or do not have Internet use included with their contract, and these limitations in access are likely to be linked to socio-economic factors. Any general pedagogic policy that seeks to incorporate mobile phone use in the delivery of teaching and learning needs to take this important minority into account and be sensitive to their needs.

1.2 Internet

The results of our study paint a picture of [the college] students as frequent and highly mobile Internet users who use an increasing variety of devices to go online. The vast majority of students (96.5%) report daily Internet use. Home is the most popular location for accessing the Internet (93%), followed by mobile phones (79%) and college (75%). Public libraries and internet cafes, meanwhile, appear to hold little appeal for an increasingly mobile and connected student population: only 10% of students report accessing the Internet in public libraries and 7% in Internet cafes.

Figure 5. Usual locations for internet access

(n=881)
Responses to a further question about how students access the Internet at home suggest that the stationary desktop computer is increasingly giving way to a diversity of mobile devices. The most common means of accessing the Internet at home are mobile phones (77%) followed by laptop computers (73%), while only 40% of students report using desktop computers. Sizeable minorities of students report accessing the Internet at home using tablet computers (21%), MP3 players (21%) and games consoles (33%).

While these data as a whole are indicative of a highly mobile, always-connected student population, it is important to bear in mind the constraints faced by the notable minority who do not have phones with ‘smart’ capabilities or who lack access to mobile data. Only 38% of students with ‘other’ phones report accessing the Internet on their mobile phones, compared to 88% of students with smartphones. Similarly, only 43% of students who have no data included in their price plan use their mobile phones to access the Internet, compared to 91% of those with some data and 87% of those with unlimited data included. Students who have no mobile data included are also less likely to use their mobile phones to access the Internet at home (46% compared to 85% of those with some data and 86% of those with unlimited data). This notable minority whose price plans do not include Internet access (13% of survey respondents) are no more likely than other students to use other devices to access the Internet at home, which suggests that access to mobile data has considerable impact on overall connectedness.

There were some gender variations in Internet use. Slightly more girls than boys reported using the Internet on their mobile phones (83% compared to 75%), which corroborates findings outlined above that girls tend to use social media more frequently on their phones. Boys, meanwhile, were much more likely than girls to report accessing the Internet on desktop computers (49% compared
to 28%) and on other mobile devices (19% compared to 10%). The latter may in part be explained by
the higher proportion of boys who report using tablet computers (26% of boys compared to 16% of
girls) and games consoles (51% compared to 11%) to access the Internet at home.

Older students were somewhat more likely than younger ones to access the Internet on their mobile
phones (83% of 18-19 year olds compared to 74% of 15-16 year olds). 15-16 year olds, meanwhile,
were more likely than older students to use tablet computers (26% compared to 18% of 18-19 year
olds) and MP3 players (26% compared to 12%) to access the Internet at home, which may be
indicative of a trend towards a diversification of devices used to go online.

Students on academic courses were more likely than those on vocational courses to use the internet
at college (81% compared to 74%). They were also more likely to use laptop computers (83%
compared to 71%), tablets (28% compared to 20%) and MP3 players (32% compared to 19%) to
access the Internet at home – suggesting that overall these students tend to have access to a higher
number of devices. Again, though no firm conclusions can be drawn, it is possible to speculate on
links to parental income/class.

Summary and recommendations (section 1.2)
The survey results indicate that students at [the college] are frequent and highly mobile internet
users. Internet access at home is near universal and students report using a variety of devices to go
online. There is a clear trend towards reliance on mobile phones and (to a lesser extent) other
mobile devices for Internet access, away from the traditional desktop computer, suggesting
that students increasingly have their own individual means for going online. This offers clear
opportunities for making use of online resources and digital platforms to extend formal and informal
learning opportunities beyond the classroom. However, as noted above, the constraints experienced
by students who have limitations on their mobile phone use need to be taken into account and
alternatives provided in order to avoid this notable minority falling behind their peers.

1.3 Social Media
Students at [the college] report using a variety of social media platforms, frequently and for a
diversity of purposes. Much of their social media use is oriented towards more ‘banal’ everyday
activities such as chatting, messaging and posting comments, though considerable numbers of
students also report using social media for more publicly-oriented and potentially civic purposes.

Responses to a general question about the types of social media students use and the frequency
with which they do so reveal interesting patterns that reflect broader trends. The three most well-
known and established social media platforms – Facebook, Twitter and YouTube – come out on top
as the most popular. Facebook is the most frequently used (82% of students report using it daily),
followed by YouTube (75%) and Twitter (55%). Relative newcomer Google+ appears to be gaining
popularity, particularly among younger students: 36% of all students report daily use, rising to 42%
among 15-16 year olds. A notable minority of students (19%) report using the image-sharing
platform Instagram daily, which correlates with daily use of phones to access social media and to
send and receive pictures. 15% of survey respondents reported using blogs daily.
Table 5. Social media platforms and frequency of use

Do you use any of the following social media? If so, how often?

<table>
<thead>
<tr>
<th>Platform</th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>Used in the past but don’t use now</th>
<th>Never used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>67%</td>
<td>15%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Twitter</td>
<td>45%</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>MySpace</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>21%</td>
<td>76%</td>
</tr>
<tr>
<td>Bebo</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>24%</td>
<td>74%</td>
</tr>
<tr>
<td>YouTube</td>
<td>57%</td>
<td>18%</td>
<td>14%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Vimeo</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>87%</td>
</tr>
<tr>
<td>Flickr</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
<td>84%</td>
</tr>
<tr>
<td>Instagram</td>
<td>13%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
<td>62%</td>
</tr>
<tr>
<td>DeviantArt</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>85%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>90%</td>
</tr>
<tr>
<td>Blogs</td>
<td>10%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>66%</td>
</tr>
<tr>
<td>Google+</td>
<td>25%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>41%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>93%</td>
</tr>
</tbody>
</table>

(n=877)

In addition to the above, in response to a related open question, students identified a wide variety of additional resources used by them. These social media included such activities as file sharing, use of bulletin boards, forums, fan sites, news sites and sites focused on socialising, humour, personal interests, and music creation. One key element worth noting here was the identification of foreign language sites (Hungarian, Polish, Chinese, Spanish and Bulgarian) used by students to access information in their native language, suggesting that anywhere-anytime, mobile access to the Internet is a useful tool for ESL students in particular. Echoing findings elsewhere in the survey regarding the kinds of use to which students put social media, the additional sites mentioned here also point to students’ engagement in discussion, dialogue, uploading, sharing and creating files and information-seeking. More creative pursuits of music-making, audio-recording/sharing and story writing were also highlighted here.

Responses to a further set of questions reveal that students use social media for a diverse range of purposes. While, unsurprisingly, the most common uses of social media were for chatting/instant messaging (94%), private messaging (91%) and posting comments on friends’ walls (84%), a sizeable proportion of students also reported using social media for more publicly-oriented activities such as sharing something they had created (64%), sharing links to other people’s online content (52%), and promoting activities or events they are involved in (48%).
A smaller, yet sizeable, proportion of students also appear to use social media for potentially civic activities. 54% reported using social media to find information about current events or politics, 38% to discuss current events and politics, 77% to find information relating to personal interests, 49% to join online groups relating to personal interests, and 51% to discuss personal interests. 62%, meanwhile, reported using social media to keep up to date with news about celebrities. A notable minority of 11% did not use social media for any of these purposes.
There were some variations by gender. Girls tend to use most types of social media more frequently than boys. 86% of girls report using Facebook daily compared to 78% of boys, while 60% of girls compared to 51% of boys reported using Twitter daily. Girls were also more likely than boys to use Google+ (43% compared to 29%) and Instagram (24% compared to 14%) daily. Boys, meanwhile, appear to use YouTube more frequently than girls: 83% of boys compared to 66% of girls report daily use.

There were also some gender variations in terms of how students use social media. More girls than boys reported using social media to post comments on friends’ walls (90% compared to 80%), to share their own content (70% compared to 59%), and to keep up to date with news about celebrities (71% compared to 55%). Boys, meanwhile, were slightly more likely than girls to use social media to discuss personal interests and hobbies (54% compared to 47%).

Figure 8. Uses of social media (potentially civic)
Though there was little variation by age in terms of the types of social media students use (with the exception of Google+) the results of our study indicate that as students get older they tend to use social media for a wider range of purposes. With the exception of chatting/instant messaging, sharing own content and joining groups relating to personal interests, older students were more likely than younger ones to use social media for all of the activities included in the questionnaire. Most notably, a higher proportion of older students reported using social media to promote activities they are involved in (55% of 18-19 year olds compared to 38% of 15-16 year olds) and to find information about current events and politics (66% compared to 48%). Also important to note is that around 14% of 15-16 year olds said they did not use social media for any of the potentially civic activities listed in Table 7, compared to only 5% of 18-19 year olds.
There were also some variations by course type. Students on academic courses were more likely than students on vocational courses to use Twitter daily (62% compared to 53%), while students on vocational courses were more likely than their academic counterparts to use YouTube on a daily basis (78% compared to 65%). This may be linked to higher use of YouTube for uploading and sharing videos among students on vocational media courses. In terms of the purposes for which students use social media, students on academic courses were more likely than those on vocational courses to use social media to find information about current events and politics (62% compared to 51%); otherwise there were no notable variations by course type.

Summary and recommendations (section 1.3)
According to the survey, students at [the college] are making frequent use of the well-established social media platforms Facebook, YouTube and Twitter. Notable minorities also report using blogs, as well as newer platforms Google+ and Instagram. Students appear to be using social media for a wide range of purposes, some of which are civic minded and potentially supportive of learning. How to harness this widespread and varied activity use is an important question which should inform any future social media strategy. Any efforts to further embed social media use at the institutional and/or classroom level should also take account of demographic variations in patterns of use. In particular, the finding that civic minded social media use is more common among older students raises the question of how to encourage such use also among younger students.
Chapter 2: Digital Technologies and Learning

While Chapter 1 dealt with basic access, this chapter focuses on students’ uses of digital technologies, especially for learning purposes, through various routes (mobile phones and social media).

2.1 Uses of Mobile Phones

Results from the survey show that the majority of students have at least some experience of using their mobile phones for learning-related activities during college hours. 57% reported having used their phone to look up information online during a lesson, while 41% had used mobile phones to share images or video and 44% to upload material to a social network site during college hours. Around a quarter (26%) had used their phone to participate in a discussion or vote using text messaging and around a fifth (18%) to participate in a discussion or vote using Twitter. Just over a fifth of students (22%) had used their phones to upload work to an online portfolio or blog. A notable minority of 27% had not used their phones for any of these activities.

![Figure 11. Experience of learning-related mobile phone use](image)

As identified above in relation to general mobile phone use, students’ ability to use their phones for learning-related activities varies considerably according to technical and material constraints. Students whose phones have ‘smart’ capabilities were, unsurprisingly, much more likely than those with ‘other’ phones to have used their phones to support their learning. Only half (49.5%) of students with ‘other’ phones had used their phones for one or more learning-related activities, compared to over three quarters (78%) of those with smartphones. Similarly, less than half (46%) of students who have no mobile data included in their price plan have used their phones for learning-related activities.
related activities, compared to around four fifths of those who have some (79%) or unlimited (77%) mobile data.

There were some variations by gender in learning-related mobile phone use, which reflect findings outlined above about girls being somewhat more frequent mobile phone users. Girls were more likely than boys to have used mobile phone for one or more learning-related activities (79% compared to 69%). In particular, girls were more likely than boys to have used their phones to look up information online during a lesson (63% compared to 53%) and to upload material to social network sites (48 compared to 41%). Boys, however, were slightly more likely than girls to have used their phones to participate in a discussion or vote using Twitter (20% compared to 15%).

Though prevalent among all age groups, learning-related mobile phone use increased with age. While around 69% of 15-16 year olds had had used their mobile phone for one of more learning-related activities, this increased to 80% of 18-19 year olds. In particular, older students were more likely than younger ones to have used their phones to look up information online during a lesson (65% compared of 18-19 year olds compared to 51% of 15-16 year olds) and to share images or video (49% compared to 35%).

In addition to the closed questions discussed here, an additional open question was posed in relation to question 24 which focused on ‘other’ uses of students’ mobile phones in the classroom. Here, students identified more specific uses of their mobile which reflect a closer relationship with learning and teacher-led activities. Thus ‘finding information’ is expanded from a basic Internet activity to reflect purpose – finding information to help with an assignment; or knowledge-seeking – to look up word meanings/definitions; or knowledge-building/consolidation – researching further information, looking up work assigned by the teacher. There were, however, some interesting additional uses of the mobile phone as a tool to support learner activity and reflection, such as making key notes on ‘teacher talk’ and saving notes to email; emailing work to oneself. Confirmation of in-class digital voting was also identified here as ‘texting an answer to the class SMARTboard’ which is suggestive of some quite sophisticated mobile phone usage by both teacher and student, signalling a greater than usual skill level, both technically and pedagogically. Additional examples of mobile phone use given here included use of the mobile phone as a personal digital tool, i.e. as an extra resource – in the form of a calculator in one instance and as a camera (used to document images in an Art lesson) in another. At the same time, the evidence of constraints on students’ with legacy phones rather than smartphone and lack of access to mobile data was also echoed here with one student indicating that ‘my mobile phone is too primitive to do any of these things’ and another stating ‘my phone does not have Internet’.

Summary and recommendations (section 2.1)
The majority of students have some experience of using mobile phones for learning-related purposes, with the most common activities being looking up information online, uploading content to social network sites and sharing images or video. Responses to the open-ended question about other uses of mobile phones beyond those specified in the questionnaire revealed interesting and – in some cases – quite creative and sophisticated additional usage. These emerging trends provide a promising foundation for further developing and incorporating the use of mobile phones in teaching and learning.

However, over a quarter of students had not used mobile phones for any of the activities listed in the questionnaire. As identified in the previous chapter, material and technical constraints impact
considerably on students' ability to use their mobile phones for learning-related activities: any pedagogic strategies being developed in this area therefore need to take such limitations into account.

2.2 Uses of Social Media

Students at [the college] appear to have used social media for a variety of purposes related to their school/college work. More than two thirds (68%) reported having used social media to find information relating to school/college work and almost three quarters (73%) reported having used social media to discuss college work with their peers, while just over a quarter (27%) had used social media to discuss college work with teachers. 40% reported having used social media for exam revision, and the same proportion said they had used social media to make college work available online. A notable minority of 14% had never used social media for any of these purposes.

![Figure 12. Experience of learning-related social media use](chart.png)

Responses to a further question suggest that students have experience of using social media for learning-related activities in a variety of contexts. The most common context in which students have used social media for learning was outside of the college on their own (73% of students), followed by outside of college with friends (58%), and in college but outside of the classroom (58%). Around half (49%) reported having used social media for a teacher-led classroom activity. A notably minority of 19% had not used social media in any of these contexts.
There were some variations by gender, age and course type. Girls were more likely than boys to have used social media to find information relating to college work (73% compared to 65%) and to discuss college work with friends (83% compared to 66%). Girls also tend to use social media for learning-related activities in a wider range of contexts: while figures for teacher-led activities were similar for both genders, girls were more likely than boys to have used social media in college outside of the classroom (62% compared to 54%) as well as outside of college with friends (62% compared to 54%). Again, this mirrors findings outlined above about girls using mobile phones more frequently to access social media, and may suggest that ‘social’ forms of learning are slightly more prevalent among girls.

There were no notable age differences in the types of learning-related activities that students have used social media for. In terms of contexts for learning-related social media use, older students were somewhat more likely than younger ones to have used social media for teacher-led activities (55% of 18-19 year olds compared to 45% of 15-16 year olds) as well as outside of college on their own (77% compared to 69%), which suggests that as students become older they have had more exposure to social media use in the classroom and also become more self-directed in their use of social media for learning.

Students on academic courses were more likely than those on vocational courses to have used social media to discuss college work with friends or classmates (82% compared to 71%) as well as with teachers (35% compared to 25%), and for exam revision (51% compared to 37%). Course type made no notable difference to the contexts in which students reported having used social media for learning.
The most pronounced differences in learning-related social media use, however, were connected to students’ general experience of and familiarity with such media. Though it is difficult to establish the direction of any causal relationships, it is possible to identify a strong correlation between experience of everyday (or extra-curricular) and learning-related social media use. The likelihood of students having engaged in any of the learning-related uses of social media surveyed in our study increased markedly with experience of everyday social media use.

For example, students who use social media to find information about current events and politics were more likely than those who do not to also have used social media to find information for college work (74% compared to 62%). Similarly, 73% of students who use social media to find information relating to personal interests have used social media to find information for college work, compared to only 54% of those who do not.

The same relationship was also apparent for more interactive uses of social media. 85% of students who use social media to discuss current events and politics had also used social media to discuss college work with peers, compared to 67% of those who do not; these students were also more likely than their less interactive counterparts to have used social media to discuss college work with teachers (38% compared to 22%). Experience of using social media to discuss personal interests was also strongly related to these types of learning-related social media use. Finally, students who said they use social media to share content they have created were also more likely than those who do not to have used social media to make college work available online (47% compared to 27%).

This considerable correlation between everyday and learning-related social media use is perhaps not surprising, but it is important in that it highlights something similar to what Norris (2000) describes as a ‘virtuous cycle’ (a consistently positive relationship between attention to news and political knowledge, trust and participation). These findings suggest that students who are generally familiar with and confident in the use of social media are also more receptive to the idea of using social media to support their learning. This is supported by analysis showing that students who use social media for general information seeking and conversational purposes are also more likely than those who do not to have used social media in all of the different contexts outlined above. Most notably, students who use social media to find information about current events and politics are more likely than those who do not to have used social media outside of college on their own (80% compared to 64%).

Findings from the closed questions outlined above were further supported, clarified and extended in a related open question which focused on students’ use of social media for educational purposes. Responses here suggested that students find social media to be very useful for college work. They use it primarily to ask for help when teachers are not available, e.g. during the holidays or at the weekends, as well as to seek additional support when doing college assignments and for finding information on Twitter subject pages. Students indicated that they had used social media to complete surveys, discuss things with their peers, to support teamwork and to perform class activities: e.g. using blogs for e-portfolios, giving and receiving comments, sharing and receiving feedback on work, promoting events and other activities via Facebook, sharing media, advertising activities and events as well as engaging in more focused activities such as an anti-bullying campaign. Students also indicated that social media was useful for revision, timetabling and locating information about term dates. These responses serve to amplify the survey findings outlined above regarding students’ use of social media as a support for learning and to further exemplify the kinds of activity quantified above. These more descriptive accounts confirm that students are using social
media for teacher-led activities as well as for independent learning. What is new here, however, is the indication that students are using social media to go beyond the constraining boundaries of the institutional context in terms of time (holidays/weekends) and that they are using it effectively to make the most of seasonal changes, e.g. revision, exams, special events or campaigns.

Summary and recommendations (section 2.2)
The majority of [the college] students have experience of using social media to support their learning and report using such tools or a variety of purposes and in a variety of contexts. Most notably, there appears to be an emerging trend towards the use of social media to extend learning beyond classroom activities and institutionally defined time frames. These more ‘reflective’ uses suggest perhaps that students’ activity with social media could be turned to more purposeful engagement with potentially civic or more purposeful teacher-led interactions both within the college context and across and between contexts, such as facilitating student links with professionals through social media networks like LinkedIn.

There were pronounced differences in learning-related social media use connected to general experience and familiarity with such tools. Our study reveals strong correlations between everyday and educational social media use, with the likelihood of students having engaged in any of the activities surveyed increasing markedly with experience of similar extra-curricular social media use.

Though it is difficult to establish the direction of any causal relationships, these findings suggest that students how are already confident in the use of social media are also more receptive to educational social media use. This raises important questions about how the college may encourage and support less confident students to mitigate against what may be described as a 'social media divide'.
Chapter 3: Future Learning with Digital Technologies

This chapter looks at the implications of our survey for future learning strategies using digital technologies, and is based on the final future-oriented section of our survey. This section was aimed at gauging students’ interest in and attitudes towards the use of social media and digital technologies to support their learning. It comprised of a set of closed questions asking whether students would be interested in using particular social media platforms for different purposes, followed by two open-ended questions where students were invited to offer their opinions on current and future use of technologies at the college. While the findings outlined here are inevitably only suggestive, they do provide some interesting pointers towards possibilities for pedagogic interventions and for reshaping the relations between the college, its staff and the student body.

3.1 Interest in Using Social Media for Learning

Responses to the closed questions (see table 9) indicate that considerable numbers of students are favourably inclined towards the use of social media for learning-related purposes. Perhaps unsurprisingly, students are most interested in using social media to communicate with their peers, whether during (81%) or outside of (92%) college hours. The idea of using social media to communicate with teachers was less popular, but a sizeable minority of 43% expressed interest in using one or more of Facebook, Twitter, YouTube or blogs to communicate with teachers during or outside of college hours. Around half of all students expressed interest in using social media to share and receive feedback on their college work from a wider audience and to promote activities they are involved in at college (49% and 53% respectively). Nearly two thirds (64%) of students were interested in using one or more of these social media platforms to interact with professionals in their subject area.

As with learning-related social media use discussed above, levels of interest in using social media to support learning were strongly related to previous experience. This was most marked in relation to interest in using social media to communicate with teachers: almost two thirds (65%) of students who had previously used social media to communicate with teachers were interested in doing so in the future, outside of college hours, compared to only around a third (36%) of those who lacked this experience (figures were similar for interest in using social media to communicate with teachers during college hours). Similarly, students who already have experience of using social media to discuss college work with their peers were much more likely than those who do not to express interest in using one or more of the suggested platforms to communicate with peers during college hours (85% compared to 70%) and outside of college hours (96% compared to 81%).

The same pattern was discernible in relation to the use of social media to share and receive feedback on college work: 65% of students who already have used social media to make college work available online were interested in doing so in the future, compared to only 38% of those with

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3 It is interesting to note the slightly smaller proportion of students who are interested in using social media to communicate with peers during college hours compared to outside of college hours. This may be linked to a sense among some students that social media are not relevant for learning, or might even distract from it: in response to a follow-up open-ended questions probing for any other ways in which students might like to use social media to support their learning, a handful gave responses such as “No, social media is more of a distraction than anything, unless you are talking to a friend who has the answers”.

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no experience in this area. Similarly, a much higher proportion of students who already use social media to promote activities and events expressed interest in using such media to promote activities or events they are involved in at college (70%) than those who do not already use social media in this way (40%). Finally, interest in using social media to interact with professionals in students’ subject area was related to current use of social media to keep up to date with celebrities: 68% of students who use social media in this way were interested in using one or more platforms for interacting with professionals in their subject area, compared to 58% of those who do not.

<table>
<thead>
<tr>
<th>Table 6. Interest in using social media for college related work</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
</tr>
<tr>
<td><strong>Would you be interested in using any of the following social media to...</strong></td>
</tr>
<tr>
<td>Communicate with other students DURING college hours?</td>
</tr>
<tr>
<td>Communicate with other students OUTSIDE college hours?</td>
</tr>
<tr>
<td>Communicate with teachers DURING college hours?</td>
</tr>
<tr>
<td>Communicate with teachers OUTSIDE college hours?</td>
</tr>
<tr>
<td>Share and receive feedback on your college work from a wider audience?</td>
</tr>
<tr>
<td>Promote events or activities you are involved in at college to a wider audience?</td>
</tr>
<tr>
<td>Interact with professionals in your subject area (such as journalists, designers, scientists, or business people)?</td>
</tr>
</tbody>
</table>

(n=861-866)

**Summary and recommendations (section 3.1)**

A considerable proportion of students appear to be favourably inclined towards the use of social media for learning-related purposes. Facebook appears to be students’ favoured social media platform, closely followed by Twitter and YouTube, while blogs appear somewhat less popular. Though communication with peers was by far the most popular prospective use of social media, considerable numbers of students also expressed interest in using social media to communicate with teachers as well as for more publicly-oriented activities.

Across all of these activities, levels of interest in learning-related social media use increased markedly with previous experience of social media use, in everyday and college contexts, suggesting that familiarity and experience breed confidence, enthusiasm and – not least – the relationships of trust among students and staff that are required in order to facilitate narrative exchange and collaborative learning beyond the confines of the curriculum and classroom.
Given the findings outlined in the previous section about the relationship between everyday and learning related experience of social media use, it is likely that levels interest in future social media use are strongly related to levels of extra-curricular use as much as college-specific experience. In other words, students who already use social media in their everyday lives are likely to also be interested in using them for future learning-related activities. Nonetheless, these results suggest that there is significant scope for the college to stimulate and encourage self-directed educational use of social media among students by embedding social media in its pedagogic strategies. However, this requires commitment, skills and support at institutional as well as individual staff level in order to build constructive use of social media into classroom and wider activities. Moreover, as noted in previous sections, it is important to remain aware of the barriers experienced by a notable minority of students and to provide alternative means of access for such students – e.g. in the form of desktop and/or laptop computers or by providing mobile Wi-Fi access.

3.2 Attitudes to Digital Technologies and Learning

This section of the survey comprised two final future-oriented open questions designed on the one hand to identify student perceptions of current digital provision at the college and on the other to give them an opportunity to voice their views on what future digital provision might look like. Students were very engaged with these questions and contributed approximately 600 substantive comments across the two questions.

Students were generally very positive about current digital provision and use of social media at [the college], especially where this was used in a relevant, supportive and effective manner, where it was often portrayed as a highly motivational space of interaction between teachers and students, both at departmental and institutional level.

Every department should have a twitter page like [name of department Twitter feed] GO [department] TEAM!

At [name of campus] they have their very own Facebook page in which students can easily access any useful information and can upload and view any work that has been produced.

At the same time, areas where student perceptions of digital provision were not as positive, with scope for improvement, were also identified. These focused on three key themes: open access to social media, active participation in the use of social media and other digital platform by teachers, and improved access to college wi-fi and computers (with the latter being seen by some students as insufficiently up-to-date, too few in number and slow in terms of speed).

Although college has started using Twitter and other social websites the people that operate the accounts and channels are not active enough, they could improve on that.

More could be done to incorporate social media in a positive and educational light throughout college life, as this would appeal to everyone who uses them.

I think free wi-fi should be available all around college, not just in social areas.
I feel that the computers need to be faster and certain things should be unblocked in which we could use.

The issue of site blocking was one that was keenly felt by many students who responded to open questions, in particular the blocking of Facebook.

A lot of social network sites are available for use at [name of campus], however, I find it hard to believe that the most communicational social network site (Facebook) is not allowed. If restricting use of social network media, how come all social network sites aren’t blocked? A monitoring of the public’s use of the websites would be more apt.

We should be able to go on Facebook too because not everyone has Twitter.

The issue of greater connectivity between teachers and students was also one that was raised by students, with many seeking greater interaction beyond the college timetable, particularly to facilitate and support independent or self-directed learning, sharing of ideas, dissemination of resources, providing video tutorials and share information on a wide range of topics including exams, revision, homework, coursework, departmental events, etc. There appeared to be a high level of interest amongst in establishing greater contact with teachers using digital platforms and social media. A key factor in this for many students was the regularity of their access to and use of social media on a daily basis and a desire that teachers and institution should ‘meet them where they are already at’.

I feel like the college could get more involved in Social Networking sites, to make the students feel like the college can connect with them easily.

When I receive work from teachers on Facebook I find it easier to access and work with and also it’s a very good reminder for me to do my work because I access Facebook several times a day...

Teachers should make a Facebook/Twitter page for their subject to keep in contact with students, as they’re always on social networking sites.

I feel that we can use Facebook and other social media networks to enhance our learning. Young adults use social media very frequently and having the opportunity to discuss about work, and being able to improve your own work by receiving instant feedback through social media. Having been able to connect with teachers and fellow students would give us a chance to improve our social connection with teachers. This would enable a healthier classroom environment.

Such views were not, however, universally held and this was potentially the area of where students expressed the strongest views, also in terms of not using social media as a support for teaching and learning, with many seeing it as inappropriate, problematic in terms of privacy, security, potential distractions and as blurring the professional relationship between teachers and students.

I’m highly against the use of social media for teachers to contact students after school hours, it’s simply just wrong.

I’d be happy to use apps and things but not social media that is my life out of college and I would like to keep it that way.
In terms of future use of social media as a support for learning, students offered a varied and reflective range of suggestions for future development and highlighting an interest in the wider context of the college, the community and links between learning and future study or work.

In addition to the expressed desire to have greater digital contact with teachers, students also felt teachers could make more use of digital and social media to share resources and support independent learning.

> It would be helpful if the briefs for our assignments could be put on a social media site to make it easier to access them outside of college.

The notion that students as well as teachers could provide help for other students was also expressed by some students as a potential benefit of increased use of social media at the college.

> I think internal college blogs would be very useful, including subject sections so other students can provide help for colleagues and vice versa.

Students also saw opportunities for cross-age networking with previous students at the college who had gone on to university or industry.

> I think it would be good to use these types of social media to interact and connect with people from all around [city where college is based] and for college graduates to talk to us and help us understand our units better.

Still others saw these digital platforms as a useful opportunity to disseminate, showcase and share their work, with potential for added feedback from a wider audience.

> I would like to use social media to help present my work in college. For example, in Graphic Design or Photography it would be a nice idea to have blog-type website to show your friends and family (or even just the general public).

Students indicated that they had used social media to keep up-to-date with news, leaders in their field of interest and for learning-related research with the suggestion being that this is a form of activity that could perhaps be exploited more.

> I can use social media to research new and upcoming artists and designers.

Students appeared to show a good understanding of the ways in which different kinds of social media could be used for different purposes, in terms of future learning with digital technologies.

> Twitter I use to keep up to date with what’s going on in the world, and other artists. Youtube has helped me to learn artistic techniques that have helped me in lessons. Blogs provide resources and different views on artistic pieces which is great for homework. DeviantART I use to collect research and share work I have done independently.

YouTube, in particular, was mentioned by many students as a useful platform for tutor support, revision, promotion, etc.
YouTube videos are a good way of learning outside of college either on subjects related or non-related to your course. I use YouTube a lot to learn new things on interests I have outside of college.

I would like to view videos containing topics relevant to my specific learning subject in college like documentaries and interviews with artists.

Summary and recommendations (section 3.2)
The responses provided to the open questions in this section suggest that considerable numbers of students are regular users of social media and that they are using these digital tools both for personal, social uses but also, increasingly, as a support for learning, college work and for making wider connections in the community vis-à-vis future work or study plans.

There is a clear indication that students would like greater contact with teachers using digital platforms and social media tools especially; however, a notable minority expressed concern about mixing the personal with formal learning, whilst others indicated that care needs to be taken when mixing the two.

Students do have strong ideas about ways in which social media could be used to support learning and (as also evidenced in the broader survey data) where students have greater experience of using such for learning purposes in their personal lives or as part of a teacher-supported classroom activity, there is not only a greater awareness of the potential of these tools and the potential issues that arise but also a willingness to reflect on ways in which these apparent shortcomings or potential drawbacks might be overcome, including the use of specific profiles for learning (e.g. college usernames) for staff and students, increased privacy settings for college-focused social media sites, teacher-led departmental or subject sites, etc.

An area requiring consideration is that of existing technical structures and student access to particular digital platforms and sites both in terms of available computing facilities and access to college wi-fi, with students considering that currently these are insufficiently provided for.
References

Appendix 1: Methodology

Research Aims
The survey was designed to examine the types of technologies students have access to and the ways in which they use them as well as identifying students’ actual experiences of learning-related technology use. The general aim of the survey was not only to measure patterns of access and usage but also to gather more subjective data on students’ attitudes to the use of digital technologies as a support for learning. The latter data were particularly sought with a view to informing future digital strategy in the college context.

Research Context
The survey was conducted amongst students aged 15-19 at [a college in the north of England] with a combined student population in this age group of 4778. The college was one of five local partners with working with our research team in the context of a wider research project, of which this survey was only a small part. The wider goal of the research was not specifically to survey student perceptions of digital technologies, but more broadly to develop with the college a process of sustained narrative exchange that might support knowledge production and mutual recognition. As the broader fieldwork developed, interesting insights into the tensions around, and contradictory understandings of, social media platforms and personal mobile devices in the institutional setting emerged and a survey was proposed, the aim of which was to capture a wide spectrum of student voices around these tensions and contradictions.

Student Population and Survey Sample
The survey was open to all full-time students aged 15-19 and attending any one of college’s four campuses. A total of 889 students participated, equating to a response rate of 18.6% of the total college population (n=4778) within the specified age group (15-19) and study mode (full-time)4. Based on group composition, 56% of participants were male, 44% female. In terms of age distribution, 38% were 15-16 years old, 36% were 17 years old, and 26% were 18-19 years old. For course type, 22% were academically-focused (AS and A Level) and 78% were vocationally-oriented (BTEC, NVQs, etc.).

Whilst all teaching staff were asked to promote the survey to their students, it is likely that those teaching in designated computer rooms may have achieved slightly higher response rates from their groups. Nonetheless, it is possible to say that the survey attracted responses from a broad cross-section of the college’s student population.

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4 A total of 997 attempted responses were collected. Aborted attempts (where the student had not completed any questions beyond the basic demographic section) and duplicates (identified by student ID) were removed, as were a small number of responses from students aged 20 or above.
Questionnaire
The survey comprised of 31 questions divided across six sections. Section one covered basic demographic questions about students’ age, gender, college centre, course and postcode. Section two focused on mobile phones and incorporated questions about ownership and types of mobile phones, price plans and mobile internet access, as well as the nature and frequency of students’ mobile phone use. Section three contained a brief set of questions about students’ Internet use, focusing on frequency and location of access as well as the types of devices students’ use to access the Internet at home. Section four asked students which social media sites they use and the frequency with which they use them, as well as the types of activities they use social media for (ranging from everyday ‘social use’ such as chatting and posting comments to more ‘public’ or ‘civic’ minded activities such as keeping up to date with and discussing news and politics). The final two sections were specifically oriented towards learning-related use of digital technologies. Section five examined students’ experiences of using social media and mobile phones for learning-related activities in and beyond the classroom. Section six focused on students’ opinions of, and interest in using, social media and other digital technologies to support their learning at the college.

The questionnaire comprised primarily of pre-coded (closed) questions, complemented occasionally by open-ended questions giving students an opportunity to include any additional information. Survey section six, the final section, included two open-ended questions asking students to elaborate on any other ways in which they would like to use social media to support their learning and to provide their opinions and feedback on any other aspect of the college’s current and/or future use of digital technologies.

Implementation and Consents
An initial version of the survey was piloted with a small group of students who were asked to complete the questions in the presence of a researcher. They were encouraged to identify any questions or areas of difficulty at this stage and some minor modifications to question wording and structure were made based on feedback received.

The survey was implemented in partnership with the college’s management and teaching staff. It was promoted to all students within the specified age group and study mode by teachers, as well as via the student intranet and using plasma screens and posters at all four campus sites. Students were asked to participate voluntarily, and a range of measures were taken to obtain students’ informed consent. Teaching staff were briefed on the survey and asked to explain its character and aims to students and parents. A consent form was distributed to parents of students under the age of 18 at parents’ evenings at all college sites.

The survey was made available online via SurveyMonkey for a limited period running from 22 November to 17 December 2012. Students were further informed about the nature and purpose of the survey through a brief statement at the beginning of the survey instrument which outlined ways in which their data would be used and gave assurances about anonymity. Students were additionally asked to give their consent to taking part prior to proceeding to the main survey instrument. A link to a FAQ page was also provided at the start of the online survey.
### Appendix 2: Tables

#### Question 8. Mobile phone ownership

<table>
<thead>
<tr>
<th>Do you have a mobile phone?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – one that is only for my own use</td>
<td>842</td>
<td>95%</td>
</tr>
<tr>
<td>Yes – one that I share with other people</td>
<td>17</td>
<td>2%</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>889</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Question 9. Types of mobile phones

<table>
<thead>
<tr>
<th>Which of the following best describes the type of mobile phone you have?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple iPhone</td>
<td>198</td>
<td>23%</td>
</tr>
<tr>
<td>Blackberry</td>
<td>314</td>
<td>37%</td>
</tr>
<tr>
<td>Android</td>
<td>228</td>
<td>27%</td>
</tr>
<tr>
<td>Windows</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>102</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>851</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Question 11. Mobile phone price plans

<table>
<thead>
<tr>
<th>Which of the following best describes the type of price plan you have for your mobile phone?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay-as-you-go</td>
<td>323</td>
<td>39%</td>
</tr>
<tr>
<td>Monthly contract</td>
<td>516</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>839</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Question 12. Mobile data included?

<table>
<thead>
<tr>
<th>Is internet use included in your price plan?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I get unlimited data</td>
<td>313</td>
<td>38%</td>
</tr>
<tr>
<td>Yes, up to a certain amount of data</td>
<td>403</td>
<td>49%</td>
</tr>
<tr>
<td>No, I have to pay extra for any data</td>
<td>104</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>820</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Question 13. Amount of mobile data included

*Students who have a certain amount of data included in their price plan*

<table>
<thead>
<tr>
<th>How much data is included in your price plan per month?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;=250Mb</td>
<td>51</td>
<td>15%</td>
</tr>
<tr>
<td>&lt;= 500Mb</td>
<td>157</td>
<td>46%</td>
</tr>
<tr>
<td>&lt;= 750Mb</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>1GB or more</td>
<td>109</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Question 14. Who pays for mobile phone use

*Students who have mobile phones*

<table>
<thead>
<tr>
<th>Who pays the costs for your mobile phone use?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I pay all of the costs myself</td>
<td>326</td>
<td>38%</td>
</tr>
<tr>
<td>My parents/someone else pays all of the costs</td>
<td>408</td>
<td>48%</td>
</tr>
<tr>
<td>I pay part of the costs myself, my parents/someone else pays the rest</td>
<td>121</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>855</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Question 15. Mobile phone use

*Students who have mobile phones*

**Do you use your mobile phone for any of the following things? If so, how often?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make or receive voice calls</td>
<td>38%</td>
<td>22%</td>
<td>18%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Send text messages</td>
<td>79%</td>
<td>9%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Send instant messages (e.g. BBM)</td>
<td>52%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>32%</td>
</tr>
<tr>
<td>Take pictures</td>
<td>26%</td>
<td>20%</td>
<td>32%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Send or receive pictures</td>
<td>16%</td>
<td>14%</td>
<td>25%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Record videos</td>
<td>6%</td>
<td>7%</td>
<td>25%</td>
<td>43%</td>
<td>20%</td>
</tr>
<tr>
<td>Send or receive videos</td>
<td>6%</td>
<td>7%</td>
<td>15%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>Send or receive email</td>
<td>31%</td>
<td>15%</td>
<td>17%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Browse the internet</td>
<td>75%</td>
<td>9%</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Use social media</td>
<td>76%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*N=852*
### Question 16. Frequency of internet use

**All students**

<table>
<thead>
<tr>
<th>In general, how often do you use the internet?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several times a day</td>
<td>794</td>
<td>90%</td>
</tr>
<tr>
<td>About once a day</td>
<td>57</td>
<td>7%</td>
</tr>
<tr>
<td>3-5 days a week</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td>1-2 days a week</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Every few weeks or less often</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>882</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Question 17. Usual locations for accessing internet

**All students**

<table>
<thead>
<tr>
<th>Where do you usually access the internet?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>822</td>
<td>93%</td>
</tr>
<tr>
<td>At friends’ or relatives’ houses</td>
<td>353</td>
<td>40%</td>
</tr>
<tr>
<td>At college</td>
<td>663</td>
<td>75%</td>
</tr>
<tr>
<td>Public library</td>
<td>86</td>
<td>10%</td>
</tr>
<tr>
<td>Internet café</td>
<td>57</td>
<td>7%</td>
</tr>
<tr>
<td>On my mobile phone</td>
<td>694</td>
<td>79%</td>
</tr>
<tr>
<td>On someone else’s mobile phone</td>
<td>139</td>
<td>16%</td>
</tr>
<tr>
<td>On another mobile device</td>
<td>132</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1%</td>
</tr>
</tbody>
</table>

**N=881**

### Question 18. Internet use at home

**All students**

<table>
<thead>
<tr>
<th>When you are at HOME, how do you access the internet?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a desktop computer</td>
<td>350</td>
<td>40%</td>
</tr>
<tr>
<td>On a laptop computer</td>
<td>645</td>
<td>73%</td>
</tr>
<tr>
<td>On an iPad or similar kind of tablet computer</td>
<td>188</td>
<td>21%</td>
</tr>
<tr>
<td>On a mobile phone</td>
<td>673</td>
<td>77%</td>
</tr>
<tr>
<td>On an iPod or other MP3 player</td>
<td>193</td>
<td>22%</td>
</tr>
<tr>
<td>On a game console like X-Box or Play Station</td>
<td>294</td>
<td>33%</td>
</tr>
<tr>
<td>On a portable gaming device like P-S-P or Nintendo D-S</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>I don’t use the internet at home</td>
<td>5</td>
<td>1%</td>
</tr>
</tbody>
</table>

**N=880**
### Question 19. Social media platforms and frequency of use

**Do you use any of the following social media? If so, how often?**

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Several times a day</th>
<th>About once a day</th>
<th>A few times a week</th>
<th>Every few weeks or less often</th>
<th>Used in the past but don’t use now</th>
<th>Never used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>67%</td>
<td>15%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Twitter</td>
<td>45%</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>MySpace</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>21%</td>
<td>76%</td>
</tr>
<tr>
<td>Bebo</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>24%</td>
<td>74%</td>
</tr>
<tr>
<td>YouTube</td>
<td>57%</td>
<td>18%</td>
<td>14%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Vimeo</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>87%</td>
</tr>
<tr>
<td>Flickr</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
<td>84%</td>
</tr>
<tr>
<td>Instagram</td>
<td>13%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
<td>62%</td>
</tr>
<tr>
<td>DeviantArt</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>85%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>90%</td>
</tr>
<tr>
<td>Blogs</td>
<td>10%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>66%</td>
</tr>
<tr>
<td>Google+</td>
<td>25%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>41%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>93%</td>
</tr>
</tbody>
</table>

**N=877**

### Question 20. Uses of social media

**Do you ever use social media to...**

<table>
<thead>
<tr>
<th>Use</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat or exchange instant messages with friends?</td>
<td>828</td>
<td>94%</td>
</tr>
<tr>
<td>Send private messages to friends?</td>
<td>797</td>
<td>91%</td>
</tr>
<tr>
<td>Post comments on a friend’s page or wall?</td>
<td>740</td>
<td>84%</td>
</tr>
<tr>
<td>Share something that you created yourself, such as your own blog, artwork, photos, stories or videos?</td>
<td>561</td>
<td>64%</td>
</tr>
<tr>
<td>Share links to other people's blogs, artwork, photos, stories or videos?</td>
<td>455</td>
<td>52%</td>
</tr>
<tr>
<td>Promote an activity or event that you are involved in?</td>
<td>383</td>
<td>44%</td>
</tr>
<tr>
<td>Doesn’t use social media for any of these purposes</td>
<td>12</td>
<td>1%</td>
</tr>
</tbody>
</table>

**N=877**
### Question 21. Uses of social media (potentially civic)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find information about current events or politics?</td>
<td>469</td>
<td>54%</td>
</tr>
<tr>
<td>Discuss current events or politics?</td>
<td>304</td>
<td>35%</td>
</tr>
<tr>
<td>Keep up to date with news about celebrities (such as artists or sportspeople)?</td>
<td>542</td>
<td>62%</td>
</tr>
<tr>
<td>Find information relating to your personal interests or hobbies (such as sport, music, or art)?</td>
<td>672</td>
<td>77%</td>
</tr>
<tr>
<td>Join online groups relating to your personal interests or hobbies?</td>
<td>425</td>
<td>49%</td>
</tr>
<tr>
<td>Discuss personal interests or hobbies?</td>
<td>445</td>
<td>51%</td>
</tr>
<tr>
<td>Doesn’t use social media for any of these purposes</td>
<td>94</td>
<td>11%</td>
</tr>
</tbody>
</table>

N=875

### Question 22. Learning-related social media use

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding information relating to school/college work</td>
<td>597</td>
<td>68%</td>
</tr>
<tr>
<td>Discussing school/college work with friends or classmates</td>
<td>639</td>
<td>73%</td>
</tr>
<tr>
<td>Discussing school/college work with teachers</td>
<td>239</td>
<td>27%</td>
</tr>
<tr>
<td>Exam revision</td>
<td>351</td>
<td>40%</td>
</tr>
<tr>
<td>Making your school/college work (such as essays, images, videos or artwork) available online</td>
<td>347</td>
<td>40%</td>
</tr>
<tr>
<td>Has never used social media for any of these things</td>
<td>124</td>
<td>14%</td>
</tr>
</tbody>
</table>

N=874

### Question 23. Contexts for learning-related social media use

<table>
<thead>
<tr>
<th>Context for use</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class, for something a teacher asked you to do</td>
<td>427</td>
<td>49%</td>
</tr>
<tr>
<td>In school/college, but not in class</td>
<td>501</td>
<td>58%</td>
</tr>
<tr>
<td>Outside of school/college, on your own</td>
<td>632</td>
<td>73%</td>
</tr>
<tr>
<td>Outside of school/college, together with friends</td>
<td>501</td>
<td>58%</td>
</tr>
<tr>
<td>Has never used social media in any of these ways</td>
<td>163</td>
<td>19%</td>
</tr>
</tbody>
</table>

N=872
### Question 24. Learning-related mobile phone use

**All students**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look up information online during a lesson to help with your work</td>
<td>498</td>
<td>57%</td>
</tr>
<tr>
<td>Participate in a discussion or vote using Twitter</td>
<td>155</td>
<td>18%</td>
</tr>
<tr>
<td>Participate in a discussion or vote using text messaging</td>
<td>222</td>
<td>26%</td>
</tr>
<tr>
<td>Share images or video</td>
<td>358</td>
<td>41%</td>
</tr>
<tr>
<td>Upload work to an online portfolio or blog</td>
<td>187</td>
<td>22%</td>
</tr>
<tr>
<td>Upload anything to a social network site</td>
<td>385</td>
<td>44%</td>
</tr>
<tr>
<td>Has never used mobile phone in any of these ways</td>
<td>232</td>
<td>27%</td>
</tr>
</tbody>
</table>

*N=871*

### Questions 25-31. Interest in using social media for college related work

**All students**

**Would you be interested in using any of the following social media to...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Facebook</th>
<th>Twitter</th>
<th>YouTube</th>
<th>Blogs</th>
<th>At least one of these</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with other students DURING college hours?</td>
<td>68%</td>
<td>49%</td>
<td>44%</td>
<td>21%</td>
<td>81%</td>
</tr>
<tr>
<td>Communicate with other students OUTSIDE college hours?</td>
<td>86%</td>
<td>58%</td>
<td>48%</td>
<td>23%</td>
<td>92%</td>
</tr>
<tr>
<td>Communicate with teachers DURING college hours?</td>
<td>32%</td>
<td>25%</td>
<td>21%</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td>Communicate with teachers OUTSIDE college hours?</td>
<td>33%</td>
<td>26%</td>
<td>18%</td>
<td>14%</td>
<td>43%</td>
</tr>
<tr>
<td>Share and receive feedback on your college work from a wider audience?</td>
<td>39%</td>
<td>26%</td>
<td>27%</td>
<td>22%</td>
<td>49%</td>
</tr>
<tr>
<td>Promote events or activities you are involved in at college to a wider audience?</td>
<td>48%</td>
<td>36%</td>
<td>30%</td>
<td>19%</td>
<td>53%</td>
</tr>
<tr>
<td>Interact with professionals in your subject area (such as journalists, designers, scientists, or business people)?</td>
<td>52%</td>
<td>44%</td>
<td>38%</td>
<td>28%</td>
<td>64%</td>
</tr>
</tbody>
</table>

*(n=861-866)*
Appendix 3: Responses to open-ended questions

Below are responses to the open-ended questions at the end of the survey, where students were asked their opinions on current and future use of digital technologies at [the college]. All meaningful responses to these questions (where students have not simply written ‘no’, ‘don’t know’ or the equivalent) have been reproduced verbatim and arranged thematically.

All social media should be allowed

A lot of social network sites are available for use at [name of campus] college, however I find it hard to believe that the most communicational social network site (Facebook) is not allowed. If restricting use of social network media, how come all social network sites aren’t blocked? A monitoring of the publics’ use of the websites would be more apt.

Facebook could be unblocked from the college computers so that the students can use it.

Websites such as Facebook are unavailable on the student intranet.

All social media should be allowed in college.

We should be able to go on facebook too because not everyone has Twitter.

I feel like the college could get more involved in Social Networking sites, to make the students feel like the college can connect with them easily.

More could be done to incorporate social media in a positive and educational light throughout college life, as this would appeal to everyone who uses them.

All teachers should use social media, and actively

Although college has started using Twitter and other social websites the people that operate the accounts and channels are not active enough, they could improve on that.

Teachers be more available on the websites, and some not just to be used for show.

All teachers using them [social media] for easier contact.

Teachers should make a Facebook/Twitter page for their subject to keep in contact with students, as they’re always on social networking sites.

When I receive work from teachers on facebook I find it easier to access and work with and also it’s a very good reminder for me to do my work because I access facebook several times a day... I think if all/more college teachers were more facebook friendly with students we would get more work done.

Teachers could have a college Facebook account away from their private account as this is another way of being able to communicate with them.
Access to technology (desktop, mobile, wifi)

Allow students access to WIFI.

I think free wifi should be available all around college, not just in social areas.

I think the college needs more computers.

Update the computers, they're very slow.

The technology is decent but it's really slow and could be improved quite a lot.

I feel that the computers need to be faster and certain things should be unblocked in which we could use.

Ipad and laptops should be more available.

Social media as an extended support network

Teachers should use them [social media] often, especially youtube to explain topics which are very complex to facilitate understanding.

Social media to facilitate independent learning (esp. YouTube)

Facebook can be used by the teachers/college telling all the students about events/exam times and even specific subject homework, by the teachers. Youtube can be used to post videos on revision and even notes about the subject so the students can watch the videos, overall helping us study.

Facebook, can be seen as an information base for student information, youtube can be used to broadcast the college learning standards and styles, twitter can be used to promote events.

Twitter, Youtube, blogs and DeviantART provide great inspiration and resources. They should always be accessible.

I believe having these social networking sites available on the college intranet will really help me with my studying, and help receiving information towards other work and helps promote each subject.

Social media are used now for mostly everything: get news, informations, be in contact with friends, share our hobbies or opinions, etc... But it will be better if we could use them as well for our school/college/university projects.

I think social media is a major part of learning in today's society. Personally, I use social media to find out news and information. I also use it for educational purposes.
Potential for student-teacher interaction

Allow us to communicate with the teachers using facebook. In and outside of college.

Just make more interactions between the students and teachers through social media.

The idea of using social media to connect students and teachers in college seems like a good idea, allowing students to easily obtain feedback and constructive criticism in a way tailored to their needs.

I would not like to talk to my teacher over facebook or twitter during or after college times.

I’m highly against the use of social media for teachers to contact students after school hours, it’s simply just wrong.

Mixed views about utility of social media, negative for some, insufficient for others

We don’t use social media enough in college!!

I don’t think Facebook is necessary for college.

I’d be happy to use apps and things but not social media that is my life out of college and I would like to keep it that way.

It is best that any information from teachers is either placed on the student home page as a feed or via emails. Not everybody has a facebook or twitter account and not everybody checks it.

I don’t think that we should be able to access any social media whilst in college because it can cause arguments.

If facebook was allowed on college computers, they may be exploited for purposes that do not relate to college activities.

I think using social media sites in aid of learning is unprofessional and I would not like to use them at College.

I don’t think you should give us feedback through social media because everybody would be able to see the comments and get embarrassed if they did something wrong knowing everybody was able to read it unless it was done privately, but getting information through social media would be useful.

Contact with teachers

Allow us to have teachers on facebook so that we can inbox them on sites such as; facebook, so that we can contact them over facebook if we have any problems with our homework or other tasks we have been given.

I feel that we can use facebook and other social media networks to enhance our learning. Young adults use social media very frequently and having the opportunity to discuss about work, and being able to improve your own work by receiving instant feedback through social media. Having been able to connect with teachers and fellow students would give us a chance to improve our social connection with teachers. This would enable a healthier classroom environment.

All teachers using them for easier contact.
Allow us to have teachers on facebook so that we can inbox them on sites such as; facebook, so that we can contact them over facebook if we have any problems with our homework or other tasks we have been given.

Facebook would be a good way for students and teacher to communicate with each other if they are struggling with a piece of work.

I want to be able to know what it going within college and new updates and to be able to interact with tutors outside of college if we need to know something or don’t understand some coursework.

I would like to get in touch with teachers and/or students via facebook in case I need help with assignments

**Teacher blogs to share useful materials, news, subject specific items**

I think blogging is the most effective and interesting way I would use the internet to support my studies or promote my work.

I think internal college blogs would be very useful, including subject sections so other students can provide help for colleagues and vice versa.

It would be helpful if the briefs for our assignments could be put on a social media sight to make it easier to access them outside of college, it would also be nice to share photos of college memories through social media.

Every subject should have blog that student could follow. On this blog teachers would be able to put down news about homework and class problems. They could also share web pages of popular artists or scientists etc. the best would be if student could access it at home and even comment on it to help to other students or if they need help.

**College to interact with students more**

post information and career opportunities to do with our careers.

use it more - at the moment the college facebook site is not saw by relevant tutors so no direct contact as no emails are given out either unless asked for

**Interaction with peers/others**

helps improve your work as you get a lot of feedback and a chance to look at other people’s work

Have class discussions over social media networks. Get help with coursework over social media.

on facebook [name of campus] has there own facebook page. This allows students to add there work on to the page and let people give them feedback on what they think. This is an advantage because then students can improve there work if someone has an additional idea to add to make it better.

they should be used to give feedback on your classmates work so that they can write an A level piece of work.
Cross-age interactions (with ex-students who have go on to further study or employment)

I think it would be good to use these types of social media to interact and connect with people from all around [city where college is based] and for college graduates to talk to us and help us understand our units better.

link colleges so students can share ideas on projects and design briefs and post quotes about work

i would like facebook to be linked up with colleges where class mates can make quoits about work and share idears on projects and disign brefs. i think this could be a good idear because alot of people use facebook and alot of people think facebook is bad and doing this i think it could change the face of the network and help other students work better and not take advantige of the internet.

Access to a wider audience

Have work based on events that happen on Facebook i.e. I study Travel and Tourism so when the volcano erupted in Iceland we should be able to do an assignment based on the effect it had on people (status').

I would like to use social media to help present my work in college. For example, in Graphic Design or Photography it would be a nice idea to have blog-type website to show your friends and family (or even just the general public).

It would be good to use it to show off my media work and videos/images to a wide audience.

Promotion/Advertising/Information

advertise related events/information

Promoting College seasonal Performances and extra activities the college is putting on.

Advertise related event/ information to me

to promote more college activities

to promote work and events happening

News of local media/industry/HE events

Youtube videos are a good way of learning outside of college either on subjects related or non-related to your course. I use youtube a lot to learn new things on interests i have outside of college. I also use twitter to follow people, organisations, journalists and the news to keep up to date and read about things of interest.

More about activities going on in the course

I want to be able to know what it going within college and new updates and to be able to interact with tutors outside of college if we need to know something or don’t understand some coursework.
Students sharing their work and experiences with prospective students

It would be nice to use blogs like Tumblr for teachers to access and mark

It would be good to use it to show off my media work and videos/images to a wide audience post about course topics and what I've worked on, how it's helping me, talk to other people about it in case they are interested in taking the course themselves.

Social media specific

create SM accounts for support and revision materials (as most students use social media a lot)

I would like teachers to put information about work on these sites such as Facebook and Twitter as this is what I access everyday, if information about the subject is on these sites it will make the work a lot easier to understand if we can keep going back to them.

subject Facebook groups where teachers/students can collaborate

Every subject should have a blog that a student could follow. On this blog teachers would be able to put down news about homework and class problems. They could also share webpages of popular artist or scientist etc. the best would be if student could access it at home and even comment on it to help to other students or if they need help.

Every department should have a twitter page like [name of department Twitter account] GO [department] TEAM!

create Facebook pages for subject areas

Create accounts that provide support and revision material, because most students use social media a lot and this could encourage them to use it for educational purposes too.

teachers tweet homework reminders

Reminders of Deadlines, Links to useful revision sites

teachers use twitter accounts to tweet homework reminders.

Teachers to put homework tasks/etc on Twitter/Facebook.

use Twitter to follow key people in industry you want to work in

Twitter I use to keep up to date with what's going on in the world, and other artists. Youtube has helped me to learn artistic techniques that have helped me in lessons. Blogs provide resources and different views on artistic pieces which is great for homework. DeviantART I use to collect research and share work I have done independently.

use like twitter to follow key people in the occupation you wanna be in

I can use social media too# research new and upcoming artists and designers

YouTube – to support lessons, learning, show examples, post and watch videos
I think the use of social media should be limited but not cut off, hence youtube has a lot of tutorial videos to assist you with work that could be useful to use when studying using new programs. Facebook should be allowed in the student areas that give students time to relax on long breaks. Blogs should always be open to upload work to for a portfolio.

It would be far more interesting and fun to do my college work if social media was more involved in our projects, for example some important lessons could be filmed and uploaded to youtube so in that way they are available for us to watch them again if we don’t understand something rather than wasting the teacher’s time.

Kinds of activity that can be supported by social media

peer and tutor support

A group chat with teachers if we need assistance with our work on a mobile phone app which can send pictures and videos.

Have a Facebook/twitter page where all teachers have access to so you could send a message (question) and get a reply from more than one teacher advising help.

speak to my friends and clarify my doubts.

Subject help videos on youtube or useful links on facebook/blogs.

I think we should have our practical assessments on social media, to get more feedback from our year group and peers.

By tutor’s letting students know when revision sessions are and being able to contact them if struggling with homework or revision.

Voting and online activities which can be accessed via social networking would make revising more interesting and possibly increase the amount remembered. Revision videos would also be a good idea being able to recap on anything from the lesson in the words of what the teacher had said instead of rushed notes of your own.

on youtube, revision classes could be loaded up before exams or to help with homework, or just for generally recapping.

support/revision lessons on Youtube/Facebook.

Youtube videos are a good way of learning outside of college either on subjects related or non-related to your course. I use youtube a lot to learn new things on interests I have outside of college. I also use twitter to follow people, organisations, journalists and the news to keep up to date and read about things of interest.

Possibly create Facebook applications for [the college] that work as a virtual learning environment similar to MyMaths or Khan Academy, but specifically for topics covered at these Colleges.

I would use deviantart as I am in the games design course it would help me with images.

I would like to view videos containing topics relevant to my specific learning subject in college like documentaries and interviews with artists.
I wouldn’t mind using twitter to find out information i have already used twitter once to find out the name of the game engine used to create the IOS Game the curse. And i have used youtube many times for videos of the subject I am learning.

put walkthrough on Youtube

supports thinking

Yes I think being able to communicate with your pals over a social network site could really help expand our thoughts