

Dietetics_____The students were already using T-Mobile mobile devices (with camera) as part of the ALPS programme and these devices were used in conjunction with their PebblePad e-portfolios to create a reflective digital story.

Dietetics

ALPS mobile devices helped Dietetics students at Leeds Metropolitan University to create digital stories.

The overall aim of the JISC Reflect 2.0 project was to pilot the use of Next Generation Technologies to enable students to collect and present multimedia artefacts to facilitate reflective learning. The Leeds Met case study involved a cohort of students on the postgraduate diploma in Dietetics who had previous experience of written reflection on their course. The challenge was to engage students who were used to a text based reflective assignment to use the more creative process of digital storytelling and to determine if this adds more meaning to the reflective process when part of a summative assessment.

The students were already using T-Mobile mobile devices (with camera) as part of the ALPS programme and these devices were used in conjunction with their PebblePad e-portfolios to create a reflective digital story. The stories consisted of images, audio recordings, and text based documents such as work products and assessment tools which were scanned and linked to their digital stories.

The pilot found that students need clear guidelines to help them create their digital stories. This included guidance on the reflective process, assessment criteria, a marking strategy that included a weighting for creativity, and support on how to use digital artefacts to evidence their learning.

The creative approach that was offered by the use of reflective digital storytelling was appreciated by students:

'...it was enjoyable because it was something different to what we normally do and can be more creative.'
Kate, Dietetics student

Some students were reluctant to engage in reflection, and, digital storytelling helped them to connect with their learning process:

'I'm not a natural reflector at all. So maybe I enjoy reflecting more because of this and I'll do it more.'
John, Dietetics student

Some students described 'added value' from participating in digital story telling and how it changed their professional practice:

'I did enjoy it. I felt quite proud of the final thing because I hadn't done it before and just to see a different representation of how I was feeling and everything fitting in.'
Jenny, Dietetics student

The additional use of images and audio media was considered to be useful to facilitate reflection:

'I think the voice recordings were good...you could express your emotions how you feel.'
Tom, Dietetics student

'...and so I took my little PDA out and just took not brilliantly artistic photographs but...I took a picture of a brick wall because I felt the patient had just put up a brick wall.'
Sally, Dietetics student

Not all students enjoyed this activity as for some they saw it as less valuable when coming from a strong science perspective:

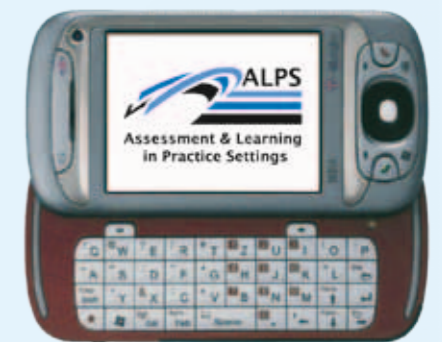
"Uncomfortable with the concept as am science minded"
Mary, Dietetics student

Despite the frustrations that some students felt with the hardware, most liked using PebblePad and still enjoyed the creative process involved in making a digital story. The power of digital artefacts and particularly the human voice added a new dimension to the reflective process which was borne out by tutor feedback:

'As dietetic tutors viewing the digital stories, we were astounded by the quality of student work. We were able to experience the reflective learning journey in a way we have never done before just through text alone and we finally gained some insight to the intensity of student experience in practice learning which helped us to engage in a truly student centred approach.'
Dietetic Tutors



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Digital Stories
ALPS devices (shown above) were used by Dietetics Students to create digital stories.