



CoLab Story

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CoLab is a not for profit student organization, hosted by the Surrey Centre for Excellence in Professional Training and Education at the University of Surrey, whose goal is to foster the spirit and culture of enterprise and **collaboration** between students, university and local businesses. A concise statement setting out CoLab's Values, Purpose and Vision is given in Appendix 1. CoLab has proved to be one of SCEPTrE's most successful educational innovations aimed at encouraging 'real world' learning and has been an important factor in enabling SCEPTrE to implement and deliver its programme of work. The innovation was founded on the belief that in certain fields (like the use of emergent technologies) students are the experts so let them lead and show us. The significance of CoLab as an educational innovation to help students, staff and the university to develop the capability and literacies needed in the digital age, was recognized in a national study undertaken by JISC in 2010. Further information about CoLab can be found on the CoLab wiki <http://colabwiki.pbworks.com/>

Introduction

The University of Surrey CETL – Surrey Centre for Excellence in Professional Training and Education began work in January 2006 with the overall aim of supporting and enhancing the model of education that has been pioneered at Surrey, which promotes the development of professional values, capability and dispositions alongside academic capability through professional training¹. We formed our educational vision around the idea of learning for a complex world. The thinking and pedagogic development inspired by this idea required us to consider the important role of technology in facilitating communication, knowledge production and learning in the modern world. SCEPTrE is trying to add value to the University's existing model of undergraduate education by creating a new educational proposition. The ideas of life-wide learning, life-wide curriculum and life-wide education have been elaborated in a number of papers the most recent of which is: Jackson N J (2010) Developing Creativity through Lifewide Education. On line at: <http://imaginativecurriculumnetwork.pbworks.com/Lifewide-creativity>

The origins of CoLab lay in SCEPTrE's desire to create real world environments for learning: where learning is an important and explicit by-product of work, and SCEPTrE's need for more capacity to deliver its programme of work (the CETL bid did not consider that SCEPTrE might have the need for technical expertise to operate in the digital world). CoLab is based on the belief that students are often more expert than we are in using emergent, mobile / web 2.0 technologies, so let them lead us and help us develop new and more effective educational practices. As the name signifies, CoLab aims to foster a culture of **collaboration** between students, teachers and the university and the business and local community by forging new connections and building new relationships. The idea for a student organisation was developed Autumn 2006. Following the production of a concept paper and proposal produced by SCEPTrE's Director and a survey of student views <http://colabwiki.pbworks.com/>, approval was given by SCEPTrE's Executive Committee to implement and pilot the idea in March 2007. It is financed through SCEPTrE with contributions from the University's e-learning team and line managed by SCEPTrE staff. From 2009 leadership and coordination has also been provided by 2 fulltime placement students.

¹ Professional training is shorthand for the year-long work placement which about 70% of undergraduate students take in their third year together with curricular experiences before and after the placement year which seek to develop awareness and capability that is relevant to professional careers.

Brief History

2007 March – June 5 students –formed the first CoLab was established with sponsorship (£6,000) from SCEPTRe, E-Learning Unit and PTCC (Professional Training and Careers Committee) with a remit to:

- Establish CoLab as an entrepreneurial student-based organization and develop a brand.
- Pilot a range of workshops aimed at encouraging the transfer of knowledge and expertise in the use of technology contained within the student body.
- Build and animate a new social networking space for students on placement.
- Build a website to present and support the activities of CoLab.

Five talented and committed students (Level 1, Level 3 placement, and three M Level), all with strong interests in Web 2.0 technology were recruited from March to complete these tasks by July. Effectively this was stage 1 of a proof of concept experiment. *Extract from 'CoLab Proof of Concept Report, Draft 1, January 2008'*

2007 – 08 The first development was the incorporation of networkers into the CoLab enterprise. Twelve students working on part-time contracts were employed (8 networkers and 4 technologists). The second stage of the proof of concept began and four CoLab students were engaged to work an average 5 hours a week during term time. The CoLab team worked in tandem with the 8 student networkers who were employed for the same number of hours to engage the Surrey students in a range of surveys. The networkers and technologists had separate line managers and worked independently.

2008 – 09 Fourteen students were recruited through application form and interview and employed. They included 1 part-time placement student and 8 networkers and 5 technologists. During this academic year we decided to try to create a single integrated team although team members tended to work on either enquiry or technology projects. But there were a few projects that involved all team members. The 08-09 team decided that CoLab was:

- A value-based organisation providing services to students, staff (university), business and community.
- An active agent with capacity for – reaching out, networking, finding out things (market research), making things happen.
- A broker, able to foster – new connections, new ideas, new relationships, new forms of collaboration.

Through these activities to enhance and add value to what already exists.

2009 – 10 Ten students were recruited and employed in the CoLab team. 2 full-time placement students acted as lead coordinators/managers for the 4 networkers or four 4 technologists

2010-11 With SCEPTRe due to finish in March 2011 we have 1 FT technologist placement student with part-time student members on a demand-led basis. In March the placement student will move to the CEAD e-learning team to complete his professional training.

CoLab Teams 2007-2010

March 2007



October 2007



October 2008



October 2009



August 2010

Examples of work undertaken by CoLab

1. Creation of websites (visuals page 10)

- Design, creation and administration of CoLab website to include an area for 'the student voice' and an area for contact with employers.
- Creation of social networking site to facilitate the sharing of experiences
- Creation of digital story telling web site
- Creation of Surrey Lifewide Learning Award website
- Creation of SCEPTRe's Portal (our legacy site)
- CoLab offers a web design/construction service to university departments. It has designed and built websites for SPLASH and the Student Advisory Service. Following a presentation of the Lifewide Learning website created by CoLab, the Deputy Vice Chancellor Academic Development commissioned CoLab to build a new Portal for teaching and learning.

2. Providing training opportunities for staff and students to try using new technologies to assist teaching, learning and personal development

- Trying out SCEPTRe equipment, such as computer tablets for note-taking in lectures.
- Providing opportunities for learning about new technologies and developing the skills to use them through a regular programme of Discovery workshops and casual drop-ins
- Providing 1:1 tuition usually informally in response to a specific need. For example, a number of staff have been helped to learn how to make a digital story

CoLab Workshops Feb-May 2010

Adobe Premiere workshop part 1 – 23 attendees
Adobe Premiere workshop part 2 – 19 attendees
Flash – 17 attendees
Building a website (Wordpress): 39 attendees
Total – 98 attendees

Drop in Session (1 hour drop in):

YouTube – 1 attendee
Skype – 3 attendees
Flickr – 8 attendees
Digital Stories – 9 attendees
Twitter – 7 attendees
Blogger – 2 attendees
Wiki's – 3 attendees
Total 33 attendees

3 Supporting experimentation, testing and evaluating educational ideas and the technologies we are using

- Creating a University of Surrey Island in Second Life, building lecture theatres and meeting spaces and providing training to staff and students interested in using SL.
- SCEPTRe has continuously developed and tries to apply ideas and we need guinea pigs who are willing to try things out and let us know whether they work. The CoLab team are helping SCEPTRe to test and evaluate the guidance and reflective tools in our Lifewide Learning Award.

4 Providing a current awareness and enquiry service relating to new technologies and new media

- CoLab technology students are highly engaged in the information world relating to web 2.0, new media and mobile technologies. They are connected to a number of specialist blog sites so their level of current awareness is very high and they have access to networks of knowledgeable people. A survey of members of the CoLab team showed that they each spend

between 20-40h per week in using technology. Combine this with purpose, intelligence and passion and a willingness to share their know how and you can see how expertise is developed within the group. If we need to find something out relating to technology, CoLab can usually do it quickly and the technology team embodies distributed know how in action.

Learning continues at work – our CoLab technology team



<p>Khan Laptop mobile phone digital camera portable hard drives (2) ipod PS3 games console external 24 channel semi-professional mixer/sound-card 88-key midi keyboard multi-channel amplifier and surround sound system semi-pro studio-monitor headphones Nintendo DS</p> <p>Facebook Goglemail BBC News website Online banking Uni library website and related journals</p> <p style="text-align: center;">10-20h per week</p>	<p>Jake Laptop Apple Macbook Phone: LG ku990 Speakers: M-Audio Studiophile</p> <p>iGoogle, Remember the Milk Del.icio.us Facebook, GooSync</p> <p>Google. Usually leading to various web forums where users ask and respond to questions. - MSDN (Microsoft Developer Network) - IBM - Smashing Magazine (web design focus)</p> <p>Min 20-30h per week Max 40-50h per week</p>	<p>Hadi Laptop: Apple Macbook Pro 13" Cell Phone: iPhone MP3 Player: iPod Nano Personal organiser: iPhone</p> <p>Google reader as Feed reader, BBC.com/news Bbcpersian.com Cnn.com Youtube.com Social bookmarking sites: Www.digg.com Www.stumbleupon.com Www.balatarin.com Social networking sites I use most: Facebook Yahoo Profile Linkedin.com Twitter</p> <p>Education: Google Digg Wikipedia.org Stumbleupon.com IEEE Smashingmagazine.com DirectScience Drupal.org Emerland Sourceforge.net</p> <p style="text-align: center;">40h per week</p>	<p>Chris Apple Laptop Dell Desktop Apple Iphone Blackberry 8700G Digital Camera Playstation 3 Ipod Freeview Digital TV recorder Linksys Media Streamer</p> <p>Facebook, LinkedIn, YouTube, Google Waves, Pbworks, Skype, MSN Messenger, Itunes, Spotify, BBC Iplayer, ITV Player, various file sharing sites (Bit torrent), Ustream</p> <p>Internet forums, Google Waves</p> <p style="text-align: center;">40h per week</p>
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1 Filming/editing, streaming & use of Access Grid Node video conferencing software

- CoLab working in partnership with SCEPTRe's part-time film maker provide a service to SCEPTRe and other departments. SCEPTRe has produced over 600 pieces of media (see media report below) mostly hosted by YouTube and embedded into dedicated wikis. A significant proportion of these media items have been created by CoLab. A number of university departments and SCEPTRe's Fellows have made use of CoLab film services.
- CoLab also provides a streaming service so that university events can be made accessible to people who cannot attend the event
- CoLab maintains and runs SCEPTRe's Access Grid Node and provides a service to university staff and students who want to use it

2 Linking businesses with students through networking events.

- Colab has organised a number of events involving collaborating with external organisations like AMac Ltd, the Surrey Chambers of Commerce and Business Link Examples include:
 - a. Technology Forum – ‘An entrepreneur in the technology world’.
 - b. 2 Technology Forums – business networking event in collaboration with AMac Ltd.. a specialist technology networking organisation
 - c. ‘A Taste of Technology’ a networking event for students and businesses, including a Web 2.0 technology fair with student demonstrations.
 - d. Employers’ Breakfast to promote the placement year. In Oct-Dec 2009 CoLab Surrey County Library Service to organise a ‘technovation competition ‘ to generate ideas for the library on how it might make better use of web 2.0 technologies. The library offered a significant cash prize to the winner of the competition who then got a chance to pitch his ideas to Library staff at their annual conference.

7 Contribution to institutional events for professional development including events held in other universities

- CoLab students provided a comprehensive media service (filming, streaming, audio recording and post event podcasts/films) at SCEPTRe’s annual conferences.
- A CoLab student recently presented a student view of using PebblePad for reflection and analysis on her placement year, and was one of the student panellists, at the national PebblePad conference another contributed to a stall on digital story telling at the South Bank University Curriculum Fest. CoLab also helped film and document a JISC workshop in Belfast on the use of digital media. <http://lifewidemediapbworks.com/>
- CoLab students filmed and created podcasts of presentations at the University of the Creative Arts conference

8 Researching the student’s experience of the professional training year and making recommendations to the professional training community.

- CoLab students provide SCEPTRe with capacity for undertaking on-line questionnaire surveys initially using Survey Monkey but now using SCEPTRe’s own Values Exchange website. Surveys conducted over the last 18 months include:

Surveys undertaken during 2008-2009

Part-time work

Learning to be professional (placement students 08-09)

What does being enterprising mean?

Use of Technology

Surveys undertaken in 2009-2010

Life-Wide Learning undergraduates and postgraduates

Professional capability in the creative arts

- Colab students also undertake interview- and focus group based research for example a survey of Level 2 students focused on placement preparation (over a two year period).
- And a survey of final year students on their transition from placement back into the university (over a two year period). CoLab students then helped develop resources to address some of the issues raised in the survey.

9 Contributing to SCEPTRe’s evaluation project

- CoLab students have been involved in the annual telephone staff awareness survey of SCEPTRe (years 1, 2 and 3).
- Journalists at ‘Learning to be Professional’ conference.

- Producing an evaluative newsletter for the annual SCEPTRE conference and the 'Taste of Technology' event.

CoLab as an opportunity for learning

SCEPTRE's mission relates very closely to the University of Surrey's commitment to developing capability that is relevant to being professional and CoLab provides opportunities for real world challenges and problem working and for development of capability that is highly relevant to the professional world. CoLab is an organisation with a mission and purpose. It has organisational structure and a managerial hierarchy. It requires people to work together in teams using common goals and shared understanding to achieve objectives. The team has to think about the problems and design solutions, people have to take responsibility and do what is necessary. There is a lot of finding out and working out what to do and students are given a lot of autonomy to do what they believe they have to do. This is an excellent learning environment where learning and personal development are by-products of work.

How does SCEPTRE support learning?

For our student team members (including two professional training placement students):

- Learning to support the projects, eg skills training for facilitating group interviews, confidentiality issues, filming and editing, etc.
- Individual learning through concept mapping, reflective diaries, questionnaires and accounts, mentoring conversations, culminating in the Learning through Experience Certificate.
- Peer learning – encouraging students to learn from each other, such as presenting sessions on organising focus groups, or mastering new technologies.
- Engaging students in conferences, as presenters and organisers.

For other students via the student team:

- Through completing surveys and reflecting on the questions posed.
- Technology discovery workshops.
- Attending and presenting or demonstrating at business networking events.

What have we learnt about facilitating learning through a student-led enterprise?

1. Getting things done – finding the line between team autonomy and directive management. There is a fine line between allowing the CoLab team to find their own way with the risk of little happening, or directing the project with the risk that the team feel they have not had much of a design input & therefore lack of ownership.

Team autonomy

Team takes overall responsibility, choosing what tasks to undertake and time manages the projects.

Encourages creativity, gives the CoLab team ultimate responsibility for the enterprise. There can be a danger of much discussion and little action. The resulting product may not be what the facilitator had expected.

Directive and supportive management

Team is given initial projects to undertake with completion dates. CoLab creates a work plan showing who will do what and when and this is agreed with SCEPTRE managers. Progress is checked weekly. CoLab is held accountable through the line management of the team leaders. Occasionally SCEPTRE managers talk directly to the team.

CoLab team works within agreed parameters, such as the end product to be achieved, and is creative within these guidelines. This can be more productive but sometimes has less potential for learning by mistakes.

2. Leadership is key – which way is best? Range of options:
 - i. Leader written into job role
 - ii. Leader chosen at initial interview
 - iii. Leader chosen at beginning of project by the student group
 - iv. Leader emerges through the progression of the activity – a different leader for each activity.
3. Students feel valued when they are asked to take responsibility for the project as a whole. They were expecting to be told what to do & were somewhat surprised to be asked what should be done. One student commented, “It was nice to be treated as an adult”.
4. Education cultures were acknowledged, explored, challenged and sometimes changed. Some of the team had been educated in a strong ‘transmission of knowledge’ culture and they found the enquiry-led approach disconcerting. They initially wanted to be given all the knowledge/models/information before they started to consider the project, but by the end of the year they could see how their learning had developed through personal enquiry.
5. The size of the team has an impact on sense of ownership to the whole. Working as a group of 9 seemed rather unwieldy, but splitting up into smaller groups lost the sense of togetherness of the team as a whole. The team decided that ultimately, it was better to work in the smaller teams and meet together in a large team for strategic planning.
6. The best laid plans.... Some activities didn’t happen due to external circumstances (such as the unexpected economic difficulties in the business community). What happens to the members of the team who were going to work on that activity? How do they feel as their expectations are dashed?

What are the opportunities and challenges afforded by a student-led organisation?

Opportunities

Different Faculties (or a department) could use a student enterprise in a variety of ways:

- To build capacity (students increase the work force, so additional projects and tasks can be accomplished).
- Raise awareness (students often enjoy promoting ideas and activities, using their range of technological and artistic skills).
- Increase internal and external resources (by organising events that are charged to the participants and charging for services offered, students can increase departmental revenue. They can also seek sponsorship and negotiate the trialling of new equipment, etc, with the department keeping the equipment at the end of the trial).
- Develop staff and student expertise (students have a range of technological skills that can be accessed, they also have a range of life experiences – such as living in different cultures or working in particular business environments – that can be of benefit to the department as a whole).

Students have very good ideas and are able to give excellent advice! They learn from their previous actions/experiences and translate that into different ways of tackling a problem.

Challenges

1. Longer-term projects – the stop/start scenario. Some activities were not completed in the initial year and had to be passed on to the next cohort. The second group worked with the experiences & recommendations of the first group.
2. With a less directive management style, care needs to be taken that the team does not repeat what previous years did, such as design a new website.
3. How members of staff relate to student workers. Sometimes the student approach to the Faculties and other university departments did not get much response. It required a staff member of the team to contact the individual. This could de-motivate the team as they could perceive themselves as not having enough ‘weight’. Usually an email was sent to staff first to encourage participation.

4. Instilling a work-based sense of commitment to the projects. The CoLab team work within the university campus and care needs to be taken that the work ethic they adopt when working for a non-university enterprise is carried through to working for SCEPTRe. There is a danger that if they do not allocate time effectively, they expect SCEPTRe to come second to their academic work pressures. This would not be accepted in a commercial organisation. Other members of the team considered that bad time management showed a lack of commitment to the team.
5. Long-term viability of the enterprise and acceptance into the university mind-set. We need to move into a profit-making enterprise and create a space for a student-led enterprise as part of the university staff community. This relates to the concept of treating students who are working within the university as co-workers and 'equals' within that context.

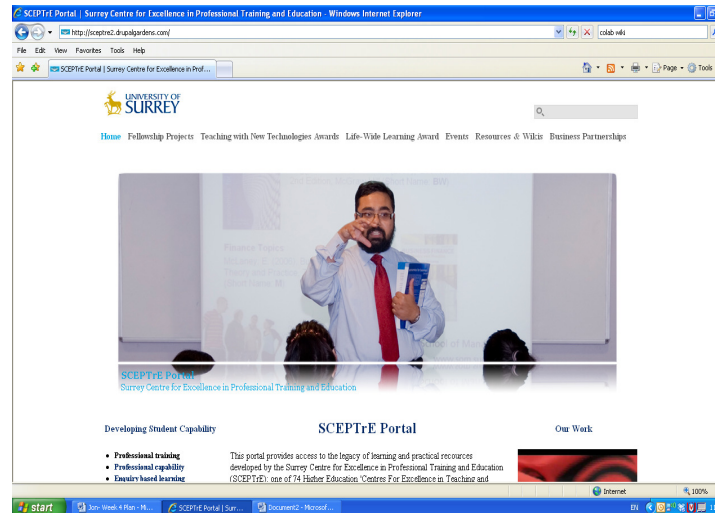
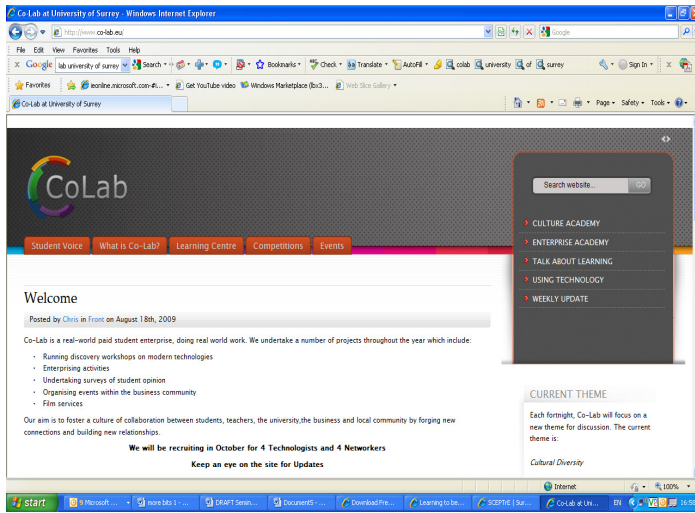
What do students think they have learnt and what do we think they have learnt?

- Practical learning – use of equipment, software, organising events, working within the constraints of a large organisation.
- Communication skills – team work, networking, persuading & influencing, negotiating. They learn that poor communication can result in poor performance.
- Essential (key/soft) skills – time management, project management, leadership.
- Expanding initial concepts (communication, enterprise, etc) through reflection and discussion.
- Broadening horizons by attempting new activities, eg. radio presenting, using new technologies, developing new work practices, etc, through the encouragement of other team members.
- The experience of being valued as an equal member of the staff/student team. The person with the most experience or interest leads the topic/activity.
- Being part of an organisation and helping to form it. From a coming together of disparate people into the formation of a productive enterprise, using the individual's knowledge, skills and interests to progress the whole. These attributes can then be utilised in other enterprises and the organisation becomes more structured through repetition and experience.
- Learning work practices in a real-world work-based situation. (Learning by doing against the clock.)
- Developing a sense of what being professional means
- Advancing technical capability – technologists value greatly the opportunity to enhance their knowledge and expertise through collaborative working and being set challenging problems and tasks

What some students say they have learnt:

Peer learning – acknowledging the expertise of other team members
 The benefits of listening rather than talking
 Commitment to the group, to the project
 Mutual respect
 How to design questions
 The influence of student experts
 Confidence building
 Learning to think more broadly – around the subject - concept mapping
 Building up a strategy
 Using skills effectively
 Learning what works, trying out new ways
 How different the individual team members were – as the team included people from different disciplines
 Seeing (understanding) other peoples' opinions
 Make the most of what you have & go ahead

Websites created and maintained by CoLab students



Surrey Life-Wide Learning Award

Valuing and recognising a more complete education

- Home
- How to Register
- Award Requirements
- News
- Reflective Tools
- Directory of Opportunities
- Life-wide Learning Prize
- Tutorials
- FAQs
- Contact
- Career Development Support



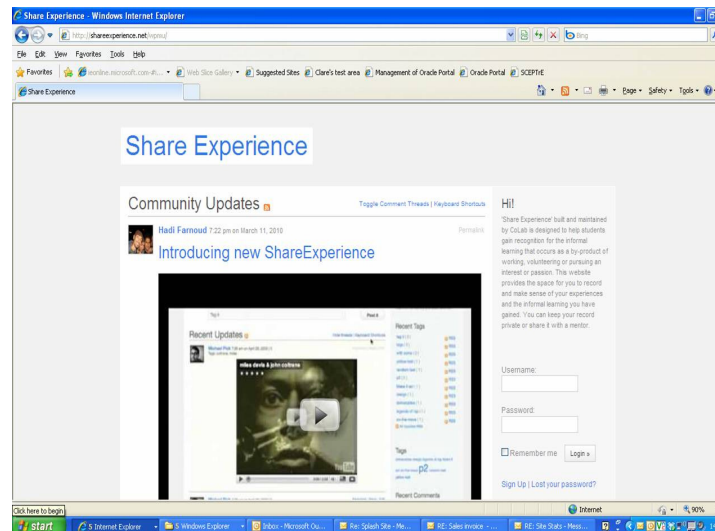
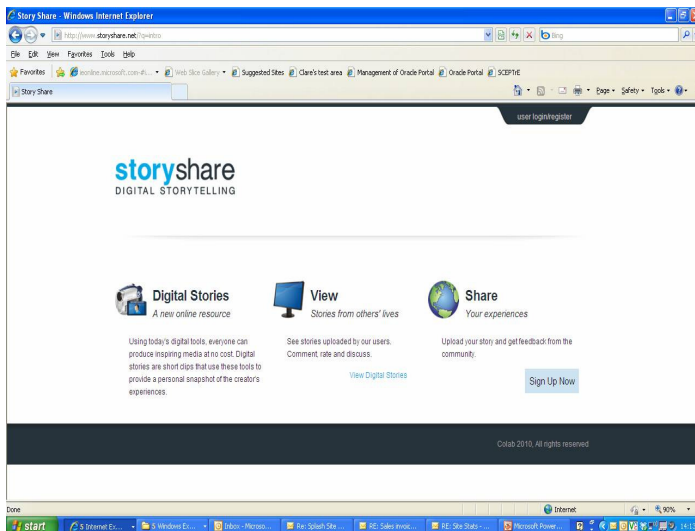
Surrey Life-Wide Learning Award Pilot

The value of a more complete education

The Surrey Life-wide Learning Award encourages you to make your own education more complete through the things you do on or off-campus in addition to your academic programme. It is the 'whole life' or 'life-wide' learning that enables you to become the person you want to be.

Introductory Workshop Dates (click on a date to register)

- Tues 08th June 17:00 - 19:30
- Wed 09th June 14:00 - 16:30
- Mon 14th June 17:00 - 19:30
- Wed 16th June 14:00 - 16:30



Co-Lab Website www.co-lab.eu

The site is built on WordPress (opensource platform), designed to showcase CoLab's successes, post upcoming CoLab activities and material needed for upcoming workshops. The site is built and maintained by CoLab. Stats (Jan – last 6 months) 435 hits – Average 2 views a day

Share Experience website www.shareexperience.net

The Share Experience site provides the students with a dedicated space for reflective thoughts and for sharing perspectives through the community forum, shared blogs with other students.

Share Experience is a WordPress Mu installation, bespoke design with iphone and android functionality built by CoLab. Any student with any those 2 mobile platforms can comment, reflect and share in real time as if just in front of a computer. Twitter style posting/forum functionality, allows real time engagement and promotes discussion. The site has had a number of revisions over the course of its existence and has gone through various technical developments which take up of the site has been weak. The site has not been utilised in any pedagogic process during the last 6 months but there are plans to incorporate it into the new Lifewide Learning Award framework and the map of support for professional training. Stats (Feb – last 5 months) 571 hits – Average 3 views a day (excluding mobile devices)

StoryShare www.storyshare.net

Story Share is a dedicated site for digital stories, built and designed by CoLab. It is a space through the medium of a short story for learners to create, modify and showcase their experiences with others. Where Learners can comment or respond to other digital stories with their own digital story. The site is built on the Drupal platform and will be customized to include a built in online digital story editor; users will then be able to create, publish and view their own and others digital stories on one site. No need for additional software 3rd party software, a one stop shop for digital stories. Stats (Jan – last 6 months) 1,029 hits – Average 7 hits a day

Lifewide Learning Award website www.surreylifewideaward.net

The Surrey Lifewide Learning Award site is for participants who are taking part or are considering taking up the award. The site contains all the resources that participants would need to complete the award. The site is built on Drupal Gardens (a spin off of Drupal) platform. Functionality includes, forums, workshop registrations, flash portal, online video applications. Stats (2 Months, 3 weeks) 657 hits – Average 8 hits a day

SCEPTRe Portal

SCEPTRe's legacy site provides access to the learning and resources developed through the project. The site is built on Drupal Gardens.

In addition to these websites CoLab have administered and processed a number of surveys using SCEPTRe's Values Exchange Vx site.

SCEPTRe Media Overview and YouTube presence

CoLab, with support from SCEPTRe's part-time film maker, has been responsible for the creation of over 600 pieces of media which document, provide accessible resources

- As of June 20th 2010 we have 620 live pieces of media uploaded on youtube.
- Our clips have accrued a total of **22,268 views** an increase of **6,702** in the past 6 months, with an average of 36 views per clip.
- Our channel has been **visited 3,373 times** an increase of **491** views in the past 6 months.
- We have **25** subscribers from all over the world who are notified when updates occur.

- Youtube's Insight Statistics indicate that whilst the majority of our viewers are in the UK we attract a substantial proportion of our viewing numbers from all over the world including the USA, Australia, the Middle East and India.
- *David Boud - Traditional teaching methods* is our most viewed clip with **767**.
- *Dave Snowden who's clip has only recently been made available in the past 3 months has generated over 434 views.*
- Our media has been shared and embedded by our viewers. Our top five clips alone have been imbedded on, among others, <http://www.wiziq.com>, <http://www.weeklyinnovations.org>, <http://www.kwintessential.co.uk>.
- We also have a suite of wiki's populated with a variety of exclusive media and embedded clips.
- We have supported SCEPTRE Fellows such as Kevin Wells, Janko Calic and Phillip Jackson in the production of media documenting the implementation of new learning techniques.
- Over the past 6 months we've **had 147 online attendees** to streamed seminars we have hosted.

What are the significant practical outcomes of the CoLab enterprise to date?

- Increased technology skills within the university and within CoLab participants
- New websites and web 2.0 infrastructures to facilitate communication, interaction and learning
- Knew knowledge to inform and help develop practice (via surveys and comment pages) and new infrastructure and capacity for finding things out
- Support for new educational practices
- Significant library of digital media
- New connections to the external world through the networking events
- New sense of awareness of the ways in which students might be true partners in the development of educational practice

Sources of evidence of effectiveness

The effectiveness and value of CoLab activities are evaluated in the following ways:

- Through verbal or written (eg emails) feedback from clients/customers
- Through feedback questionnaires administered at the end of workshops
- Through feedback prompts on home pages of websites
- Through numbers of people attending events, workshops, etc.
- Through take-up of products developed
- Through regular review and planning meetings involving the SCEPTRE line managers and student leaders/coordinators and periodic whole team meetings for the purpose of review and planning
- Through monitoring statistics which show the extent to which resources like website and new media are accessed
- Through surveys into the use of specific technologies eg evaluations of shareexperience website
- Through the increasing volume of new business that is coming CoLab's way as a result of exposure within and outside the university (for example after our last conference the CoLab team was approached to film and create podcasts for another institution's conference
- Through reports to SCEPTRE's Steering Committee.

CoLab Organisational Values, Purpose and Vision Statement developed over three years



Empowering Students <http://www.co-lab.eu/>

CoLab is a not for profit student organisation providing services to students, the university, business and the local community. It is an enterprise where students can develop their capability for being an effective professional and act on their values for making a positive difference to others

Vision

CoLab will enable the 'Student Voice' to be heard by:

- identifying activities and events where student views can be gathered
- stimulating interest/awareness/debate about issues, questions, events
- gaining views/opinions on matters of interest to students and others
- broadcasting student views and opinions through the CoLab website, GU2 radio and articles in STAG newspaper
- promoting student views in University decision making processes

CoLab will help discover and make use of 'Student Talent' by:

- providing opportunities for students to use their expertise to organise and run workshops and other events for students, staff and the business community
- acting as a bridge between the student body and business / community organisations to tap into the student talent pool
- promoting and demonstrating an enterprising culture within the university

Services to Students

CoLab undertakes surveys of student opinions and conducts research within the student body. It organises events involving the business community so that students can develop their communication and networking skills. It hosts a **GU2 radio show** and runs a **regular discussion forum** on a topic of interest to students. **CoLab films activities** around the campus and creates podcasts and YouTube film clips. The **CoLab website** is dedicated to broadcasting the Student Voice. **CoLab runs discovery workshops** to enable students to share their interests, expertise and passions in modern communications technology. From time to time it **organises competitions** aimed at connecting the creativity and talents of students to the interests and challenges of the local community. CoLab is enterprising in its outlook and is passionate about developing its services for students, the university and local community.

Services to the university

CoLab undertakes surveys on behalf of the university to find things out that will help the university make better decisions about what it does for and with students. It also provides a film service to film university events or interviews, or make films on themes that are of interest to the student body and the University.

Services to business and local community

CoLab organises a range of events for the business community and to enable students to develop their communication and networking skills. It provides a service so that the talents of students can be connected to the needs and interests of the local community.