

GENERAL INFORMATION	
<b>Title</b>	<b>Supporting Students Through Mobile Technologies (SAS Mobile)</b>
<b>Key words</b>	Mobile Application, Connectivity, Social and Academic Integration, Student Engagement
<b>Objectives</b>	<p>(1) to facilitate access to useful information of the IPVC Student Support Services (Food, Accommodation, Social Support, Health, Sports, Culture) through the mobile application;</p> <p>(2) to improve the quality of services provided to students;</p> <p>(3) to promote the sense of belonging and connectivity;</p> <p>(4) To develop tools based on information technologies that adjust the way the institution relates to the new generations of students</p>
<b>Phase of studies</b> <i>(Choose all phases it applies)</i>	Access X Retain X Graduation X Transition to work-life -
<b>Type of degree</b> <i>(Choose all degrees it applies)</i>	Bachelor's X Graduate X Master's X
<b>Level</b> <i>(Choose all levels it applies)</i>	International National Institutional X Faculty Group Individual
<b>Name of the institution</b>	Polytechnic Institute of Viana do Castelo
<b>Location</b> <i>(City and country)</i>	Viana do Castelo, Portugal
<b>Target group/s</b>	Academic Community and their Families.

<b>Stakeholders involved</b>	Internal Stakeholders: students, teaching staff and non-teaching staff External Stakeholders: Families
<b>Description of the organisational process</b> <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	<p>The IPVC Student Support Services have been focusing its attention to the need to establish strong relationships with students and other stakeholders, as well as in creating an organization in which students and families, especially from disadvantage groups can trust. This strategy has proven to be successful, as the IPVC is the Portuguese higher education institution with biggest percentage of students coming from social and economical disadvantage groups.</p> <p>In order to meet the needs and expectation of students and their families, and by taking advantage on the most recent technologies, the Student Support Services have been investing in the creating of services based on mobile technologies.</p> <p>The “SAS Mobile” application was created in a collaborative effort between students, teaching staff and non-teaching staff, with the higher purpose of promoting connectivity between the academic community (and families) and the services provided by the IPVC Social Services, as well as improve the quality of these services by ensuring a greater proximity and access to information.</p> <p>The students can download the mobile application in the distribution stores (Apple Store and Google Play) for free and take advantage of useful and updated information on services, particularly on the Food Service, encouraging the use of its various services.</p> <p>The courses in High Education, nowadays, tend to be of short duration so it is important to promote a positive and integrative experience for the new students, enhancing the connectivity between them and the services of the institute.</p> <p>The SAS Mobile application is a simple way to promote this connectivity anywhere and anytime and thus enhance the sense of belonging, well-being and trust, allowing the creation of an image of innovation and quality in student support that goes beyond the walls of the institution and positively influences families and students in the secondary to pursue studies, regardless of their socio-economic background.</p>

## A. FORMAL EVALUATION CRITERIA

<p><b>A1. ACCESS TO INFORMATION</b>  <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Apple Store</p> <p>Google Play</p> <p>Media of Social Services of the Polytechnic Institute</p> <p><a href="http://www.ipvc.pt/sas-mobile-app-play-store">http://www.ipvc.pt/sas-mobile-app-play-store</a></p>
<p><b>A2. TIMEFRAME</b>  <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>- since April 2016 (Initial maturity level)</p> <p>- No evidence of its duration in long run (it is a new mobile service, evaluated so far through comments and ratings from users at the distribution stores – Apple Store and Google Play)</p>
<p><b>A3. NUMBER OF STUDENTS</b>  <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>- 1000 downloads since April 2016</p> <p>- 25% of the academic community</p>
<p><b>A4. SCALABILITY</b> (“volume”)  <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>A mobile application is easily practicable and scalable to a greater or lesser extent.</p>
<p><b>A5. TRANSFERABILITY</b> (from one context to another)  <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>A mobile application is easily adjustable to different target groups, institutions and societies (for example, a company with a canteen service).</p>
<p><b>A6. ASSESSMENT</b>  <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how</i></p>	<p>It is a recent digital service, evaluated so far through comments and ratings from users at the distribution stores. We can assume success by the high number of downloads in a short period of time (since April 2016) and expect a positive impact on the academic community by facilitating connectivity, improving service quality and promoting a greater sense of belonging. We have planned other forms of</p>

<i>various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i>	evaluation in the future (for example, questionnaires to users).
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<b>A7. CONTACT</b> <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i>	Rui Carneiro, Informatic Services rcarneiro@sas.ipvc.pt
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**B. CONTENT EVALUATION CRITERIA**
**B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)**

	Very weakly	Weakly	Well	Very well
<b>B1.1 Self-determination</b> <i>Rate and Justify (max. 70 words)</i>  <i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>The mobile application, made from a first prototype, was designed in a collaborative effort between students, teaching staff and non-teaching staff – by participating in its design, students helped creating an adjusted product for peers and facilitate the development of an adjusted user experience and usability, as well as they promote their own personal and professional skills. After collaborating in the creation of the software, students also collaborate with feedback and suggestions as well as in the content updating process, encouraging student contact with the institute and engagement in projects that encourage greater proximity to services.</p>				

	Very weakly	Weakly	Well	Very well
<b>B1.2 Rights</b> <i>Rate and Justify (max. 70 words)</i>  <i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>We can guarantee that all participants were treated with respect and dignity;</p>				

<b>B1.3 Access</b> <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Considering the initial phase of this service, there are still language limitations that make it difficult for international students to access the service, which will be overcome in a next software update.</p> <p>The technological limitations resulting from the need for students to access smartphones to use the service will naturally be minimized as the use of this type of equipment becomes practically universal</p>			
<p><b>B1.4 Equity</b> <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p><b>B1.5 Participation</b> <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p><b>B2. COLLABORATION</b> <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>The mobile application was designed in a collaborative effort between students, teaching staff and non-teaching staff.</p> <p>The graphic interface and the mobile and software development results from the work of students supervised by teachers. The responsibility for the project coordination is allocated to technical staff of the social services. Every new semester it is allocated a new group of students that after analysing the comments of students reported in the app store and google play introduces new improvements in the mobile application.</p> <p>This methodology encourages students to participate in the co-creation of services, the engagement and proximity to the institution.</p>			

<p><b>B3. STUDENT SATISFACTION</b>  <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>The satisfaction of users (mostly students) has been evaluated on the basis of comments and ratings in the distribution stores (so far, 4 out of 5 stars).</p>
<p><b>B4. STUDENT WELLBEING</b>  <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>The mobile application promotes the sense of belonging and connectivity, as well as a greater sense of support by the social services, which can positively influence the students' perception of wellbeing (at the moment, only evaluated on the basis of comments and ratings in the distribution stores ).</p>
<p><b>C. FINAL REFLECTIONS</b>          (based on the previous description of you good practice)</p>	
<p><b>Success factors</b>  <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>We can enunciate as success factors: (1) the involvement of a multidisciplinary team between students and staff, (2) the participation of students in design to enrich the user experience and usability (target group) and (3) the usefulness of the information conveyed by the mobile application.</p>
<p><b>Sustainability</b>  <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>This digital service can be implemented in a sustainable way because (1) increases the use of the services (and, therefore, the financial return), (2) reduces paper usage and (3) reduces the costs of students (because they can program their meals in advance and opt for cheaper solutions with quality in our canteen service).</p>
<p><b>Challenges</b>  <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>In addition to linguistic and technological aspects that can limit the access, the biggest challenges identified in the replication of this mobile service are (1) the involvement necessary for creating the software and (2) the continued updating of temporary information (back office).</p>

## Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). ([http://www.yths.fi/filebank/692-ENG\\_OPISKELUKYKYMALLI\\_pdf.pdf](http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf))

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. ([http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU\\_Good-practice-guide\\_eBook\\_20130320.pdf](http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf))