

Cover Sheet for Proposals <i>(All sections must be completed)</i>	JISC Capital Programme
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Name of Capital Programme: Users and Innovation

Next Generation Technologies and Practice Phase 2
Please tick ONE BOX ONLY, as appropriate

b) Large-scale institutional demonstrators

Name of Lead Institution: University of Bradford

Name of Proposed Project: Audio Supported Enhanced Learning (ASEL)

Name(s) of Project Partner(s): University of Hertfordshire

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Length of Project: 15 Months
Project Start Date: 07 Jan 2008 **Project End Date:** 31 Mar 2009

Total Funding Requested from JISC:	
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Funding Broken Down over Financial Years (Apr–Mar):	
Apr07 – Mar08	Apr08 – Mar09
£40000	£160000
Total Institutional Contributions:	
£61437	

Outline Project Description

The ASEL project will develop, implement and evaluate the use of **audio within next generation technologies** to support, enhance, and personalise the learner experience. It will also capture effective lecturer and learner practices from across the domains of teaching and learning that will help inform future practices across the HE sector. It addresses four key challenges for the HE sector:

- harnessing next generation technology
- embedding these technologies in order to **enhance** the student learning experience
- **transforming** curriculum design and teaching practice
- **personalising** learning

The focus of this project is the **changes in practice**, both for tutors and learners that are necessary to achieve this **enhancement, transformation and personalisation**. Recent JISC studies (Creanor et al, 2006; Conole et al 2006) on learner experiences of e-learning show that learners are increasingly using technology as tools in their everyday lives; however there is also evidence from the *Students Expectation Study* (JISC, 2007) that they struggle to see how these same technologies could be used as a learning tools. Tutors need to be able to adapt their practice in order to use Web 2.0 technologies to enhance the learning experience by adding value through personalisation, choice and flexibility (Doolan, 2007a). Students also need guidance and support on how to make best use of new technologies to help them learn in ways they have not experienced before (JISC, 2007; Doolan, 2007b).

This project will promote a model of two-way, interactive and dialogic engagement to underpin the use of audio within next generation technologies. We will use social constructivist and collaborative approaches where learners co-create content and help to re-engineer their curriculum. The outcomes of this project will help transform and shape next generation learning, and to this end, the project will focus on using audio within next generation technologies in three key areas: **self reflection, assessment, and collaborative learning**.

I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES	
I have read the Circular & associated Terms & Conditions of Grant at Appendix B (Tick Box)	YES	

C. Appropriateness and Fit to Programme Objectives and Overall Value to the JISC Community

1. This project will build on work carried out at both partner institutions into the innovative use of audio technology to support, enhance and personalise the learner experience and to transform practice. Both teams have extensive experience in e-learning development, evaluation and research. Within their own institutions, they are actively involved in developing innovative solutions and adopting and adapting emerging technologies and processes to meet the needs of real end-users.
2. Both institutions have diverse student populations for whom traditional approaches to teaching and learning are increasingly inappropriate. In recognition of this, both partners have in place Learning, Teaching and Assessment strategies which aim to bring about cultural change and create exciting and flexible learning environments able to respond to, and meet the needs and demands of their learners. In focusing on institutional change through the transformation of practice, the project will help further JISC's first strategic aim of delivering innovative and sustainable practice that is transferable and helps institutions in the wider community meet their missions.
3. As a result of engagement with users, the Emerge Community of Practice, CETLs (ALPS, Blended Learning Unit) and other related projects (IMPALA, Spoken Word Project), there is evidence to indicate that audio is a valuable, but underexploited medium. Its use is limited mainly to a one-way transmission of content, with little apparent use to support interaction, dialogue or community building. With the emergence of new technologies, new possibilities have arisen to exploit audio in ways hitherto not feasible or effective.
Thus, this project will focus on how audio technologies can be used by lecturers and learners in three key areas, namely:
 - a) self-reflection
 - b) assessment
 - c) collaborative learning
4. While the exploration of emergent technologies plays a key role, the main focus of this project will be on **transforming practice through capturing emerging practice of both tutors and learners that supports effective learning**. As Kirkwood and Price (2005), amongst others, have argued, the introduction of technology in itself does not lead to improved educational practices. Mainstreaming emergent technologies will not change practice in Higher Education simply because of their ubiquitous presence. In recognition of this, the project will deploy next generation technologies but develop, implement and evaluate strategies for the effective and innovative use of audio within them. The use of audio within a range of emergent technologies will be explored, including:
 - a) Mobile devices, e.g. mobile phone, PDA, PSP
 - b) Social networking spaces, e.g. Facebook, MySpace and Ning
 - c) Collaborative and reflective tools, e.g. blogs, wikis, e-portfolios
 - d) Communication technologies, e.g. social radio, voice tools, voice boards, voice email, voice-to-text phone tools, voice threads, VOIP
5. These new and emergent technologies offer tremendous scope for innovative and exciting ways to incorporate audio into teaching and learning. Next generation multi-mode, multi-tasking mobile handsets with gigabytes storage capacity and extended battery life will give these devices increasing relevance in the learning arena. Both the reception and creation of audio by learners through these handsets will become much more attractive and acceptable. Web 2.0 technologies such as blogs, wikis, voicebooks and voicethreads offer facilities for both the embedding and attachment of audio but these are underused and little research has been carried out into how tutors and learners can make effective use of them. Social networking sites such as MySpace, Facebook and Ning also enable users to embed audio files into their sites. This project will make a significant contribution to understanding the educational potential of audio technology within these new technologies and increase the sector capacity to apply these effectively to support learning.
6. **Redefinition of the U&I Development Model**
The U&I development model was originally designed to ensure user engagement in the design, development and deployment of systems and software. While the model has been useful in

planning this project, it has been necessary to redefine it in order to make it more responsive to user engagement in the design, development and deployment of a **practice-based project**. The Model remains an iterative development process with user engagement informing **practice** at each stage, and continues to address the strategic aims of the U&I programme, as set out in the programme vision. An **additional outcome of the project will be a redefinition of the Model and an evaluation of its effectiveness and appropriateness**. This will help inform future practice-based projects within the JISC community. A summary of the redefined model is given below:

Stage 1 – user engagement cycle

Many of the activities described in the Stage 1 Template of the original U&I development model have been used to identify users and gain an understanding of their needs. This involvement of users has informed the project design, and continued involvement of users throughout the project will impact on future development and deployment in the other stages of the model.

Stage 2 – transition and decision stage

In redefining this stage, we have taken the work already carried out in both partner institutions on the use of audio across the domains of learning and teaching and used this to inform the transition to Stage 3. In other words, we have used our earlier work as the “paper piloting and small-scale building” components of the model.

Stage 3 – practice development and deployment stage

In this redefined stage, pedagogical practices are designed, developed and deployed based on learner engagement and feedback.

Stage 4 User acceptance and sustainability strategy

This stage will address any issues or concerns that arise from the practice development and deployment stage that may ultimately affect user acceptance, successful embedding and sustainable deployment of that practice. The evaluation and communication strategy as outlined in this proposal will aid user acceptance, and sustainable deployment of practice helping to ensure deliverables.

In redefining the Model, this project has recognised the need to **transform practice**. The redefined model will enable the project team to adopt an evidence-based approach to the development, implementation and evaluation of pedagogical models and practices in the use of **audio within next generation technologies**.

D. Quality of Proposal and Robustness of Workplan

7. Rational for the project

In exploring the potential of audio technology to enhance, transform and personalise the student learning experience, this project is addressing some of the key challenges currently facing the HE sector. The three themes of self-reflection, assessment, and collaborative learning are all aspects of learning and teaching where a re-design of curricular and pedagogical models could have a significant and sustained impact on the quality of the student learning experience. In adopting an evidence-based approach to this project and redefining the U&I development model, the project team have ensured that there will be an alignment between the technologies adopted and appropriateness of the pedagogical practices developed. The approach adopted enables learners to develop expertise in other key areas, for example transferable skills for employability and entrepreneurship.

8. Project objectives

- a) to investigate how learners engage with learning through audio
- b) to explore the integration of audio with emerging technologies
- c) to evaluate the use of audio within emerging technologies to support self reflection, assessment and collaborative learning
- d) to investigate the features of audio that enhance, extend and personalise learning opportunities
- e) to explore the engagement of learners through interactive dialogue
- f) to investigate the tools, methods, adaptations and approaches that tutors use when employing audio technologies to support learning
- g) to understand and develop a pedagogy for the use of audio in teaching and learning
- h) to support changes in practice for both tutors and learners that will help transform teaching and learning practices
- i) to redefine the User & Innovation Development Model for practice-based projects

9. Overview of Methodology

- a) This is an action research (AR) study and the methodology follows the principles of AR in that it is based within professional practice. It focuses on the implementation of innovative practice and evaluation of that practice, which, in turn, will inform modification and development of the process prior to wider implementation. Participation is a central tenet of AR and in this study real users involved, i.e. lecturers and students, will have full participation. This means that they will contribute to the whole decision making process for the duration of the study, in line with the U&I development model. In each of the three themes, learners will be provided with a clear rationale describing the practices being employed and a supporting framework within which they will participate.
- b) Data capture will be iterative and aligned with the redefined U&I development model. It will take the form of reflective blogs, shared wikis, student audio logs, lecturer audio feedback files, face-to-face and telephone interviews, and focus groups. The data will be collected and analysed by each of the lecturers involved and collated overall by the full-time project researcher. Reflective blogs will be kept by both lecturers and students allowing user engagement throughout the duration of the project. This will also inform user needs and allow appropriate iterative changes to practice to be made along the way. Wikis will be used by each study group as a means of collecting ongoing data about the practices employed under each of the three project themes. The face-to-face and telephone interviews will be analysed thematically using the constant comparative approach (Strauss & Corbin, 1997) on Nvivo software. Themes and issues arising from the blogs, wikis and interviews will be further investigated in learner and lecturer focus group studies with selected samples at both institutions. In addition, an overall project blog will be kept by the Project Manager with regular postings on progress and developments.

10. Deliverables

The key deliverables from this project will be:

- a. A project wiki aimed at sharing effective practice across the partner institutions and with the wider community. It will contain the following:
- b. a comprehensive account of tools and techniques for implementing audio within emerging technologies to support self-reflection, assessment and collaborative learning
- c. two case studies from each of these three key themes linked to outputs from learner and lecturer practices
- d. a report on the different pedagogical approaches and curriculum design used by lecturers, including the identification of issues for student learning
- e. a series of lecturer podcasts from each discipline involved discussing their use of different practices and technologies
- f. a series of student podcasts from each discipline describing the learner experience
- g. a guide to a redefined U&I development model designed to support practice-based projects
- h. Publications and presentations at conferences and events such as BLU, ALT-C, HEA, and the JISC

11. Impact of existing institutional projects

Both partner institutions can provide evidence of innovation in the application of learning technologies across a wide range of disciplines and in the active support of experimentation by individuals and course teams. Current innovations and pilots across both universities include all the major technologies which are prominent in contemporary discussion of e-learning trends and emergent technologies, e.g. wikis, blogs, podcasting, social networking, learning objects, and e-portfolios. Some of this work is externally funded (e.g. JISC, Subject Centres, CETLs); other aspects of it are funded internally. This project builds on previous and existing projects in the two partner institutions:

University of Bradford

- i. The Informatics Audio Recording Pilot carried out in the School of Informatics in the 2006-07 academic year. A programme of using portable audio devices to record the

- lectures, labs and seminars in the School of Informatics, and then making them available to students via the University's virtual learning environment.
- ii. The Enhanced Podcasts project in the School of Life Sciences. This ongoing project offers multi-dimensional flexible learning opportunities through audio and visual learning materials, and has led to an Apple Distinguished Educator Award for Dr Bill Ashraf, the lecturer involved.
 - iii. Blended Learning in Health Studies project in the 2006-07 academic year. A project involving the creation of podcasts to increase students' awareness of a social model of care.
 - iv. The Assessment & Learning in Practice Settings (ALPS) Centre for Excellence in Teaching and Learning (CETL) was established in 2005 to develop the role of assessment for Health and Social Care (HSC) students. The use of audio for assessment is one of the strands of this HEFCE-funded project. (<http://www.alps-cetl.ac.uk/documents/casestudy9.pdf>)
 - v. The Enhancing Learner Progression Through Personalised Learning Environments projects (ELP1 and ELP2). Both of these JISC-funded projects have been involved in exploring the use of e- Portfolios, blogs, podcasting and other social software to support widening participation and developing skills essential to successful lifelong learning. (www.elp.ac.uk)

University of Hertfordshire

- i. CETL Blended Learning Unit podcasting campaign in the 2006-07 academic year. This has resulted in more than 200 podcasts being generated across a wide range of disciplines (http://perseus.herts.ac.uk/uinfo/info/blu/blu/blu_home.cfm)
- ii. Collaborative Learning project in the School of Computer Science as part of a Blended Learning Unit initiative in the 2005-06 and 2006-2007 academic year. (http://perseus.herts.ac.uk/uinfo/info/blu/blu/blu_home.cfm) Learners co-created and generated podcasts and video linked to wiki in a collaborative project which resulted in a National Teaching Fellowship 2007 for the staff member involved <http://www.heacademy.ac.uk/>.
- iii. The JISC funded STROLL (Student Reflections on Life Long eLearning) project (http://perseus.herts.ac.uk/uinfo/info/blu/blu/blu_home.cfm).

12. Alignment of proposal with institutional strategies at partner institutions

- a) Both partner institutions are HEA Pathfinder institutions. At the University of Bradford this has involved the expansion and embedding of support processes for e-assessment and an "extended student" model involving support for prospective and new students (<http://pathfinderuob.edublogs.org/>). At the University of Hertfordshire, a blended learning unit team has supported six major curriculum redesign projects as part of its HEA pathfinder CABLE project. The CABLE team has worked with eight other HEIs, keen to adopt the change academy methodology used. The project has been short listed for the 2007 THES awards (Outstanding Contribution to Leadership Development) (http://perseus.herts.ac.uk/uinfo/info/blu/blu/blu_home.cfm).
- b) Both partner universities' status as Pathfinder organisations highlight their commitment to the use, integration and embedding of e-learning technology right across the range of educational provision to meet educational goals. At both partner institutions E-learning is one of the major strategies of the University's Learning, Teaching and Assessment (LTA) strategy, with clear processes and procedures to support all staff and students in the effective use of current e-learning technologies and their further development. At the process level, both institutions have introduced a major programme of staff development (from training to project support and evaluation), and integrated the necessary technical and educational support through the Blended Learning Unit and Learning Technology Support Teams.
- c) Both institutions have a commitment to ongoing evaluation and systematic scrutiny of their educational practices and the dissemination of outcomes of such evaluation. For example, there are our previous internal evaluations (e.g. of the VLE) and both institutions recent work on benchmarking. Open communication, both across the institution and externally, specifically encourages exchange and debate over the value of e-learning technologies in relation to educational goals.

- d) As well as demonstrating these features, both partner institutions have some distinctive elements and combinations which will make our expansion of e-learning of particular interest and value to the sector, e.g.:
- Coordinated Strategy development and implementation, supported by standard project methodology (the 'Bradford Method', a standardised methodology which has been specifically developed for application across the University and in all major projects, based on Prince 2).
 - The CETL Blended Learning Unit (BLU) at the University of Herfordshire is keen to transform practice with a track record of working with HE Academy (HEA) York, Netskills and JISC and other HEIs to realise the importance of users, and innovations such as Blended Learning (BL).

13. Project plan

Time frame	Project Activities
Academic year 2007 - 08	
January - February 2008	<ul style="list-style-type: none"> • Set up project board and appoint Research Assistant (RA) • Organise meeting for all staff involved in project • Familiarise all staff with Action Research methodology • Set up learning environments, teaching and learning strategies • Recruit learner • Purchase equipment. • Train lecturers/learners to use audio and emergent technologies • Devise headings for lecturer/student reflective blogs, wikis • Set up and agree ethics
March - June 2008	<ul style="list-style-type: none"> • Implementation of practices using selected audio and emerging technologies by all staff • Collection of lecturer/learner experiences using reflective blogs, wikis on a weekly basis (Stages 3 & 4 UIDM). • Collection of learner experience using face-to-face, telephone interviews and audio logs • Submission of conference abstracts.
July - August 2008	<ul style="list-style-type: none"> • Evaluation and Communication Strategy: • Quantitative and Qualitative Analysis of learner/lecturer reflective data • Conference presentations and attendance • Preliminary evaluation report
Academic Year 2008 - 09	
September - October 2008	<ul style="list-style-type: none"> • Evaluation and Communication Strategy. • Set up lecturer and learner focus group studies at both institutions. • Devise themes/prompts based on data from reflective blogs, wikis, interviews • Conference attendance
October - December 2008	<ul style="list-style-type: none"> • Further Implementation of practices using selected audio and emerging technologies • Further collection of learner experience using face-to-face, telephone interviews and audio logs • Qualitative Analysis of focus group study data • Submit conference abstracts.
January - March 2009	<ul style="list-style-type: none"> • Close Loop. Write up, draw together Action Research reports and match project deliverable

14. Project management arrangements

The project will be run to the University of Bradford's project management guidelines based on Prince 2, with a Project Sponsor, Project Manager and Project Board.

The project board will consist of:

University of Bradford:

Prof Peter Hartley – Project sponsor, Professor of Education Development. After a successful career within Communication Studies at Sheffield Hallam University (SHU), Peter moved into curriculum development and project management at faculty and university levels (e.g. FDTL and TLTP projects, usually with an ICT focus). This work led to a National Teaching Fellowship, as SHU's first nomination in 2000, and a Professorship in Communication.

Since moving to Bradford in 2003 as Professor of Education Development, he has been proactive in developing the university's policies and practices to enhance student learning. This has included proposing and preparing the University's new Learning, Teaching and Assessment strategy, extending support for e-learning and e-assessment, and establishing new project and e-learning initiatives. His national involvement includes the University's two successful partnership CETLs (LearnHigher and ALPS), Project Director for 2 JISC projects (ELP1 and ELP2), and work for three JISC Advisory Boards. He is leading the University's Pathfinder project following the Benchmarking exercise, and is also External Evaluator for one FDTL5 project and one CETL focussed on e-learning (SOLSTICE).

Peter's work as National Teaching Fellow (NTF) has focused upon educational applications of ICT. This includes multimedia software to support communication via virtual learning - *The Interviewer*, Gower 2004. His publications include research on assessment feedback and applications of ICT.

Mr Will Stewart – Project manager.

Began working in 2002 with the NLN Materials Team at Becta and was involved in promoting the integration of e-learning into the curriculum and encouraging the use of the NLN Materials in teaching and learning in the FE and ACL sectors. In his previous role as an e-learning advisor with the JISC Regional Support Centre for Yorkshire and Humber, where he actively supported staff development in this field, running training events at a local, regional and national level. He also worked closely with other national services and initiatives, such as the Higher Education Academy, LSDA Q Projects, DfES Standards Unit and other JISC services such as JISC Inonet and the Plagiarism Advisory Service.

In his present role as an e-Learning Advisor at the University of Bradford, he is part of the Teaching Quality Enhancement Group where his main role is to support teaching staff in the use technology to enhance learning and teaching. He is particularly interested in the use of the Web-based tools, in mobile technology and in educational change.

Dr Peter Morgan - Senior University Teacher, School of Management.

As a committed teacher, Peter has always attempted to deliver materials in ways that stimulate creativity, innovation and enquiry from students. He recognises that not all enjoy one method of teaching and regularly uses short video clips, reflective questionnaires, group exercises / discussions and role plays as ways of increasing students' learning. He has also adopted a proactive approach to gathering feedback by regularly meeting with a group of students taking the courses on a semi-formal basis, and much of the content of his teaching relates to personal development.

Dr Christine Dearnley – Senior University Teacher, School of Health Studies

Chris has a strong commitment to, and the skills and expertise required for pedagogic research and is ideally placed within the University for sharing innovation. As Bradford site lead for the ALPS (Assessment and Learning in Practice Settings) CETL she liaises with professional representatives (midwifery, nursing, physiotherapy, occupational therapy, radiography, pharmacy and optometry) across the University of Bradford and with representatives from the other CETL partners (University of Huddersfield, University of Leeds, Leeds Metropolitan University and York St John University College). She is an active member of several of the ALPS management and working groups. As a University funded Learning and Teaching Fellow she is currently implementing audio student reflection/self assessment and audio formative lecturer feedback within a Master level module (N=15). This will be formally evaluated.

Dr Bill Ashraf – Senior Lecturer, School of Life Sciences

Bill is an enthusiastic, lecturer and researcher with multidisciplinary communications, analytical, research and project management expertise. He has proven ability to demonstrate real change management, commitment, flexibility and tenacity with the leadership skills to inspire at all levels. He was Finalist for the Times Higher 2006 Awards for the "Most imaginative use of technology in distance learning", and has been awarded "Apple Distinguished Educator" Status.

Dr Apurba Kundu – Associate Dean (Learning & Teaching), School of Informatics. Apurba is also a Senior University Teacher in the Department of Electronic Imaging and Media Communications, and coordinated the Informatics Audio Recording Pilot in 2006-07. This project investigated the innovative use of podcasting to support student learning within the School of Informatics.

Ms Martina A Doolan – Principal Lecturer, Department of Computing Science

Martina has a successful track record of undertaking projects, staff and educational development, and innovative pedagogical practices using existing and emerging Web 2.0 technologies. In addition, she has been highly successful in empowering staff within UH and across the sector to carry out such innovations in their own disciplines.

She has significant expertise in social constructivism, developing online collaborative spaces and building learning communities using Web 2.0 technologies. She was recently awarded a National Teaching Fellow in recognition of her achievements.

Prof Peter Bullen – Project Advisor, Director of CETL Blended Learning Unit . Peter is responsible for coordinating and embedding blended learning within the University. He is a practicing teacher and enthusiastic about the opportunities offered by a combination of e-learning, blended with more established ways of teaching and learning. As Project Advisor he will use his expertise to guide the project and ensure it achieves its objectives.

Post-doctoral researcher - tbc

The Implementation Team is led by Will Stewart at the University of Bradford (see CV attached) who will spend 1 day per week managing and co-ordinating the project, liaising with the partner institution, the U&I community and the wider JISC community. Martina A. Doolan will be the lead at the partner institution the University of Hertfordshire and will be seconded from the Blended Learning Unit for 1 day a week. Her role will include regular meetings with the University of Bradford, and the JISC. In addition, Martina will manage the regular activities of the research assistant at the University of Hertfordshire. Both Will and Martina will be responsible for updating the JISC emerge community on project progress and staged deliverables and disseminating at conferences and other events. In addition, both will be responsible for appointing and co-ordinating additional staff to undertake research into practice to ensure the project deliverables are met from across the disciplines at partner institutions. The Research Assistant – full time is to be appointed at the University of Hertfordshire and will be required to be post-doctoral highly experienced in AR, quantitative and qualitative methods particularly capable of data analysis and focus group studies, and interview

15. Risks

Risk	Likelihood	Action
Inability to engage researchers/participants. Lecturer and learner motivation declines hence no completion of blogs and/or wikis for data analysis.	Medium in short term; Low in long term	We have reduced this by involving researcher practitioners/innovators who have buy-in and are costed in this project to counteract this likelihood. We have agreed to use opportunistic sampling of participants; thus researcher-practitioners researching their own practice.

Risk	Likelihood	Action
Collaborations fail between Bradford and Herts	Low	Signed agreements up front on costings, project management, research practice/involvement. 10 planned meetings in addition to Skype, email, and phone. Institutional buy-in, including at BLU staff and Director at Herts as an advisor, and the number/commitment of Bradford staff and sponsor.
Difficulty in recruiting a Research Assistant at Herts.	Medium	The salary is costed for a qualified post doctoral researcher given the 14 month project timescale. Sufficient time on plan between recruitment and project implementation.
Loss of Project Manager	Medium	Sufficient staff at both institutions with expertise to take over this role.

16. Evaluation and Review

- a) This is an Action Research study and its evaluation will follow the principles of AR. This is in keeping with the U&I development model and the engagement of users throughout the project. The focus of this project is on change and improvement. Evaluation of this project will also follow the guidelines produced as part of the JISC Toolkit for Evaluators (www.jisc.ac.uk/learnereval). Primary evaluation will be based around reflective blogs and wikis, audio logs, and telephone and face-to-face interviews. Secondary evaluation will be based around lecturer and learner focus groups. A programme for the evaluation is shown below.

Timing	Factor to evaluate	Questions to be addressed	Method
June - August 2008	Learner & lecturer data from reflective blogs and wikis Learner and lecturer audio logs Data from telephone and face-to-face interviews	How have users engaged with the technologies? How successful have the teaching strategies been? What issues have arisen?	Action research Qualitative analysis Quantitative analysis Constant comparative approach
October - December 2008	Data from lecturer and learner focus groups	Questions asked in the focus groups will arise from earlier feedback collected through reflective blogs, wikis and interviews.	Action research Qualitative analysis Quantitative analysis Constant comparative approach

E. Engagement with the community.

17. In preparing this bid the team has engaged with real users and stakeholder communities in the following ways;

(a) Questionnaires: Student and staff feedback has been analysed from a number of projects carried out within both institutions, e.g. Podcasting project (UoB, School of Health Studies), Informatics Audio Recording Pilot, IARP (UoB, School of Informatics), Podcasting Campaign (UoH)

(b) Interviews: Semi-structured interviews have been carried out with both staff and students involved in podcasting projects in both institutions

(c) Emerge Community. Participation in the Emerge Community of Practice, both online and through events has provided a valuable input into the design and implementation of this project.

Both institutions are committed to continued engagement with users, the Emerge Community of Practice and the wider HE community throughout and beyond the duration of the project.

18. IPR position

All deliverables from practice and technologies used and based on the three key themes of this project: assessment, self reflection and collaborations will be shared with the HE sector subject to lecturer and learner confidentiality. Deliverables will be disseminated in various ways: online at the Hertfordshire BLU and Bradford websites, submissions of conference papers to the HEA, JISC and ALT-C, in-house events and engagement with the JISC and Emerge community. All subject to participants confidentiality.

19. Sustainability issues

Both universities are committed to cultural change and transforming practices as described in their Learning, Teaching and Assessment strategies. This project builds on existing work being carried out into the innovative use of technology to enhance the learner experience and to bring about transformation of practice. To this end, the partner institutions are committed to continuing to support such developments both internally and across the wider community. The outputs from the project

The success of this project will be measured in the following ways:

- a) Evidence of transformation of practice, both of lecturers and learners, can be measured
- b) Evidence that curriculum change has taken place
- c) Evidence that learners have engaged and that their experience has been enhanced
- d) Impact measured by the further collaborations and invitations to share practices internally and at partner institutions and the wider HE sector through participation in workshops and conferences.
- e) Impact on staff as measured by the list of publications, presentations, case studies and web resources generated by this project

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