

Appendix A

Cover Sheet for Proposals (All sections must be completed)	<i>JISC Capital Programme</i>	
Name of Capital Programme: e-Learning; e-Infrastructure; Repositories and Preservation		
Name of Lead Institution: Plymouth College of Art and Design		
Name of Proposed Project: Time Line Interface incorporating e-scrapbook, e-portfolio and Individual Learning Plan		
Name of Project Partners: Hereford College of Art and Design Folly Lane, Hereford HR1 1LT Primary contact: Helen Vine, Progression manager Telephone: 0777 55 22353 Direct Line: 01432 262130 E-mail: H.vine@Hereford-Art-Col.ac.uk		
Full Contact Details for Primary Contact: Name: Amanda Armstrong Position: Deputy Principal Email: mandy@PCAD.ac.uk Address: Tavistock Place, Plymouth, Devon, PL4 8AT Tel No: 01752 203438 Fax No: 01752 204434		
Length of Project: 31 months		
Project Start and End Dates: September 2006 to March 2009		
Total Funding Requested from JISC: £100,000		
Funding Broken Down over Project Years: 1st 12 months £55000 2nd 12 months £35000 Last 7 months £10000		
Total Institutional Contributions: £30000 in kind		
Outline Project Description The design, testing and implementation of an interface for the delivery of e-learning materials that works within the Moodle environment and incorporates the ability for students to use it as a personalised e-scrapbook, e-portfolio and Individual Learning Plan. In addition it utilises a 3D context to enable students at FE level to see comparable HE materials and thus encourage progression by raising expectations and demystifying the academic process. It is a highly graphical system that enables students of all abilities to gain the most from the material it contains. To demonstrate the system it is also proposed to develop e-learning material within the Context of Art and Design.		
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES X	NO

JISC Proposal June 2006

Cross-institutional use of e-learning to support lifelong learners

Overview

Traditional methods of presenting academic material are being challenged by the diversity of learners and their expectations on how they should access that material. Current and potential learners are influenced by the vast array of media they are submerged in each day: Television, DVDs, Radio, iPods, Mobile phones, Newspapers, Books, Computers, the Internet and Games. None of these technologies are the same but their common factor is that they are all immediate and for the most part very professional and seductive in their presentation.

This is building expectations in learners both in format and delivery. The remote control has given a generation absolute control over what they view and indeed allows them to “browse” several TV channels rather than watch one programme from start to end. We must recognise this fact and use it to attract and retain a widening sector of the public as learners.

In addition, the potential graphical quality of the material we offer must allow us to accommodate learners from a wider cultural diversity than has previously been possible. *(C16)*

Plymouth College of Art and Design and Hereford College of Art are two of the remaining specialist Further Education Art and Design colleges within the sector who as part of their provision both deliver a significant volume of Higher Education curriculum. PCAD has 600 FTE HE students, HCA has 450 FTE HE students.

(Nature of Bidding Consortium - C17)

- We wish to jointly collaborate to support the development of and pilot new e-learning technologies to support lifelong learners, including support for HE courses in FE, widening participation, work-based learning, flexible delivery and personalised learning experiences.
- In addition we are seeking to build capacity, knowledge and skills in the use of e-learning to support lifelong learning through institutional and a collaborative cross sector project and knowledge exchange activities.
- The aim is to develop, pilot and implement a technical model that supports the flexible, affordable and pedagogically diverse implementation of e-learning.
- In addition we intend to share knowledge and provide guidance to practitioners, institutions and subject communities on the use of e-learning, in partnership with the Higher Education Academy. *(Outcomes and Benefits: C8)*

In addition this will enable JISC to:

- Gain knowledge to inform future e-learning developments.
- Provide guidance to the sector on the use of e-learning to support cross-institutional delivery of lifelong learning, including the provision of personalised learning experiences and flexible delivery to support progression, widening participation and work-based learning. *(Outcomes and Benefits: C9)*

Project

User Interfaces enable the use of new technologies and innovation to support the flexible delivery and to provide personalised learning experiences to a wide range of students from different cultural and academic backgrounds. This collaborative bid seeks funding to research, develop and test menu structures and the easy assimilation of Reusable Learning Objects (RLOs) into this material, presentation methodologies, e-logbooks and e-scrapbooks.

As a starting point for the investigation we envisage the use of an interface that incorporates a timeline to establish the key dates for the contextualisation of the information. The vehicle chosen for this is the contextual studies of knowledge that underpins much of art and design and life itself. This has been chosen as an information set that changes little with time and could potentially be used for many years and across a wide range of study areas as this is a transferable resource. Art and Design is the natural vehicle for this because of its inherent graphical qualities and the overall methodology for teaching this type of subject, in particular to the teaching/learning of contextual studies and the wider context of art and design. Lessons learned would be applied to the wider curriculum.

Deliverables (C29)

- Researched, Designed and Tested designs demonstrating the use of e-learning to support cross-institutional delivery of lifelong learning through the use of Menu structures that allow the Lecturer to integrate RLOs as needed
- An evaluation report analysing areas in which the project has been more or less successful, highlighting the implications and challenges of implementing e-learning to support cross-institutional delivery of lifelong learning.
- Evaluation of learners' experiences of using the technology, and of its influence on learning.
- Transferable models of the use of e-learning to support cross-institutional delivery of lifelong learning.
- E-learning material based around the contextual issues of historical art and design
- Menu system/interface that can be used as a vehicle for other e-learning activities.

Strategic aims of project (C15 – C16)

- To use new technology and innovation to research, design and test a menu structure that enable different levels of material to be shown simultaneously.
- To research, test and develop contextualised and context sensitive material art and design material
- To test the material by engaging with students to ensure the provision meets their needs.
- Raise the aspirations of and support the uptake of HE learners from under represented communities by the use of highly graphical interfaces, testing the material with them and encouraging them by allowing them to see the potential at different levels. And contextualising all they are doing.

- Supporting learners with special needs by the use of highly graphical interfaces. (It should be noted that Art and Design students statistically have a high need for learning support).
- Supporting learner-centred provision by the use of the e-learning log and the e-scrapbook thus encouraging the student to take responsibility for their own learning and development.
- By using the GUI menu, e-scrapbook, e-log, we intend to facilitate and encourage access to HE throughout life and through part-time and distance learning.

By the same means we will support non-traditional progression routes to HE and the provision of HE in other places outside HEIs.

The Rationale

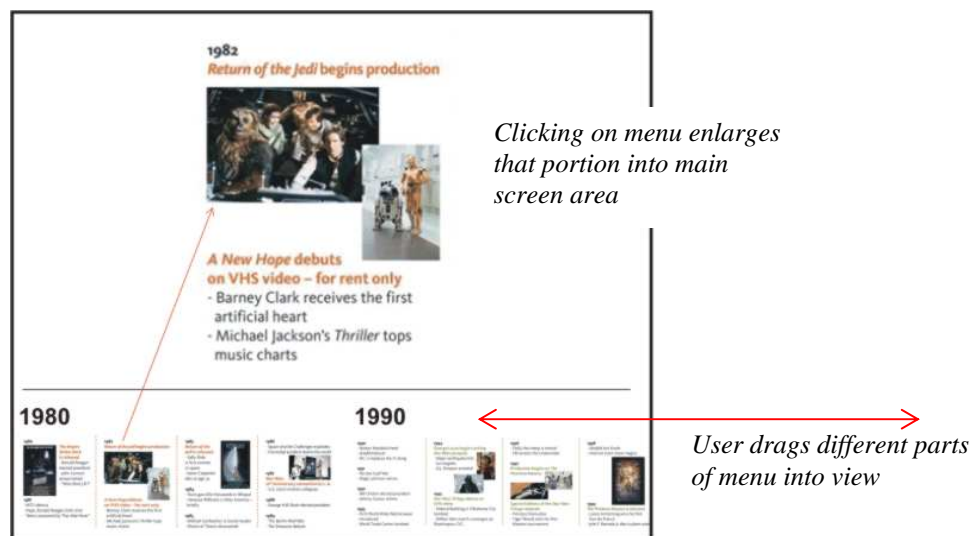
The teaching of the context of art and design from an historical stand point can potentially be quite “Dry”, however if a time line is used this will allow the viewer to genuinely assign “Context” to concepts.

However by making the timeline something that the student knows and enjoys makes the process much more successful. The illustration below indicates how this could be used for teaching the chronology of events in a highly graphical way. Each element on the timeline can be imported as a Reusable Learning Object (RLO).



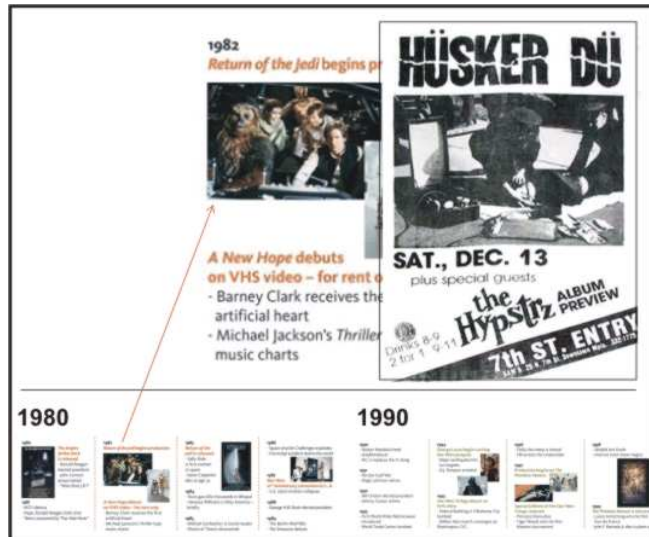
The time line effectively becomes a menu structure with the learner dragging the timeline from side to side to view different aspects of it.

There is nothing new in this or in the ability click on any item to enlarge it, read it or play a video clip.



Where the project now differs from existing material is in three distinct ways:

1. The menu structure will be researched, tested and piloted as a system and will be populated with purpose built Art and Design Contextual Studies material such as Art movements or for instance the Star Wars series of movies as illustrated below. Research would indicate the best vehicles for exciting the interest of the learner.



User clicks on any element in main screen and a further depth of information is revealed

This contextualisation of historical material is critical as it clearly associates topics with each other and shows where they fit within historical boundaries. General study skills will also be available within the framework but would attempt to bring these into the context of what was being viewed, an example of this would be the topic “How to write an essay”, this would be included in context: “How to write a film review”. Other areas covered could be: Study Skills, Presentations, Colour composition, Tone, Image analysis and Object analysis.

The timeline illustrated is 30 years long, but the system would not be restricted to this, once the environment is built it could be any length of time required for any programme of study. Indeed it could be:

- *Two years for an FdA programme of study*
- *Nine hours for a short part time course*
- *Three years for an Honours programme*

It truly invites the lecturer to populate it and the learner to explore it.

2. The Timeline and workspace would become the learners own property.

It would be available through the Moodle managed learning environment. They would use it as an e-scrapbook and e-learning log and past into it any images, text or video clips that were pertinent to them.

This aspect of the project is critical as it moves from simply pushing material to the student and engaging them in a totally interactive experience making them responsible for the way the environment develops in terms of content, style and language.



The system now becomes their e-scrapbook, e-log and e-portfolio by allowing them to deposit on screen and in context anything they feel relevant. This could include completed projects or work in progress.

Users drag and drop objects they feel are relevant

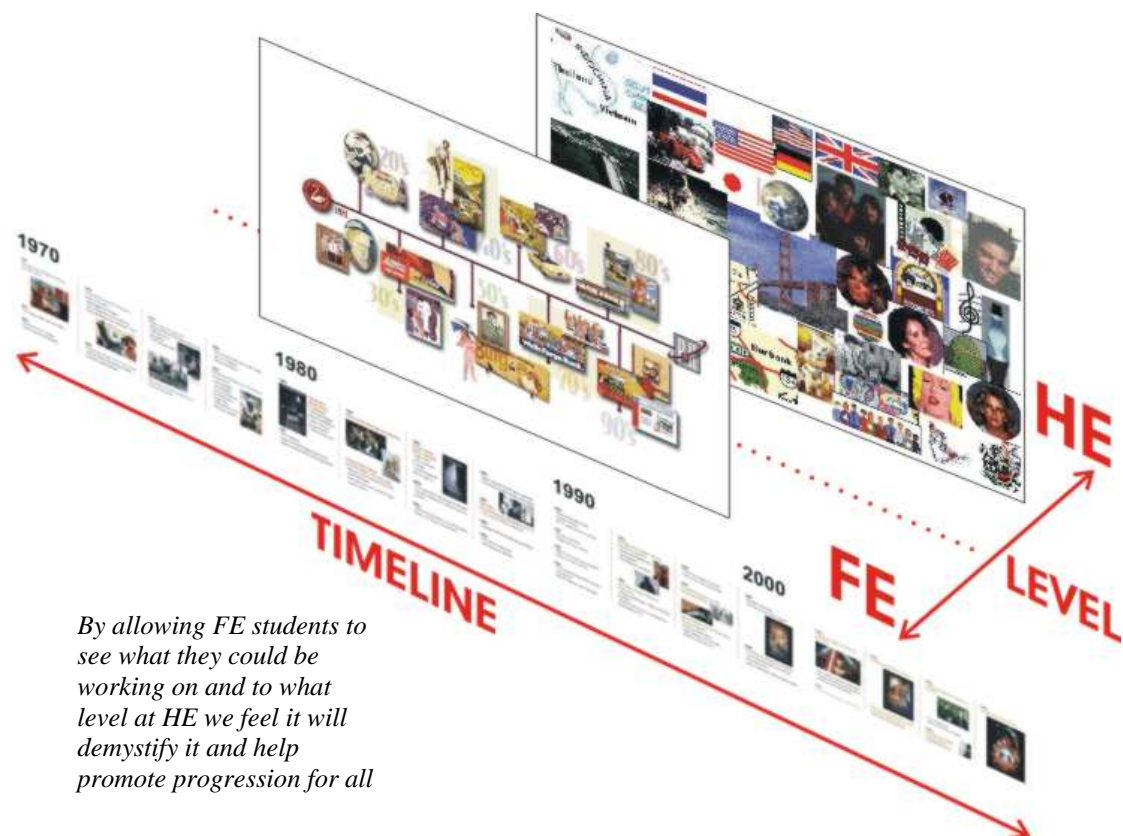
The example above shows how a student could drag pictures they associated with the topic being discussed, this is stored by them and effectively become their e-scrapbook, e-log and e-portfolio.

The breadth of the concept can be illustrated by its ability to be used for students' Individual Learning Plans. These could be dragged onto the system in the same way as any other item. They would give students timely reminders of what they are to achieve and when, and of course give encouragement by showing what has been achieved.

3. Raising aspirations.

One the key areas of this system is its ability to raise the aspirations of and support the uptake of HE by learners from under represented communities (C16). Many from these communities are unwilling to commit themselves to higher education as they are unsure of what is expected of them and do not want to place themselves in a situation where they are made to look foolish or fail. To support some learners to progress through to higher education it is essential that they are given every encouragement to do so. They must be made to feel that they could achieve an HE level programme by removing the mystique is of academic mystery.

To this end it is proposed that the *time line works in a third dimension*, and that this dimension is the HE level of study. This would enable the learner to see what would be required at HE rather than FE and to give them every incentive to progress. The HE material is not always visible and research would need to be undertaken to ascertain the best ways for it to be shown.



We believe that this aspect of it is key to the success of the project in the field and that it potentially has the opportunity to make a real difference by enabling FE students to view what is expected of them at HE level yet at the same time offer HE students' material that is developed specifically for them.

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Project Scope (C14)

Issues addressed:

Strategic Aims of the call – see above (C15 – C16)

Appropriate consortia – See opening paragraph (C6)

Work within the service-orientated approach of the e-Framework (C24 – C26)

- The material will be developed within SCORN interoperability standards and will intended to be used within the Moodle environment. The project team view this as an essential to allow the material to be as widely used and disseminated.
- The project will facilitate technical interoperability within and across education through the use of the SCORN standards and rationalised presentation of Learning Objects.

Employ technology in one of the areas listed (C27)

- The delivery of a personalised learning experience. Projects exploring how this can be used to support non-traditional and workplace learners, or those learning in more than one institution or context, would be particularly appropriate. Tools and services which could be used to deliver this include social software such as blogs, wikis, discussion groups and other collaborative tools, scheduling and planning tools and personal workspaces, as well as those which support reflection, presentation, managing individual and shared learning, and assessment. A personalised learning experience may also be delivered through the use of mobile and wireless technologies.
- E-portfolios and personal development planning (PDP). Possible applications include the use of e-portfolios and PDP to support students either side of transitions, to evidence workplace learning and to link study with continuing professional development, and to support students in making decisions about progression.

The benefits of this proposal are expected to be (C10)

- Greater uptake of e-learning across the institutions to support widening participation, work placed learning, flexible delivery and personalised learner experiences.
- Access to guidance, and transferable models, and support, enabling them to make more informed decisions on the use of e-learning.
- ***Learners are provided with a personalised learning experience through appropriate use of e-learning.***
- ***Improved support and removal of barriers for learners progressing between courses and institutions.***
- Increased impact and take up of the approaches piloted by the Distributed e-Learning Regional Pilot Projects.
- Evidence provided and in-depth lessons learned on the cross institutional use of technology to support lifelong learners, enabling the sector to make more informed decisions.

- Benefit of working collaboratively with another institution which will foster cross fertilisation, achieve synergies and promote closer working links.

Time line for project

Date	Research	Design	Meetings & Reports	Coding	Testing	Dissemination	Content
06 Sep	Select team		Management team				
Oct	Agree research requirements		Management team				
Nov	Commence research	Initial concepts	Design Team				Identification & Preparation
Dec			Management team review Report				
07 Jan	Report findings	Design Proposals	Design Team		Test Design		
Feb		Agreement on Designs					Design and production
Mar				Coding started	Content		On going
Apr			Management team review				On going
May							On going
Jun		Refinement	Design Team Report				On going
Jul							On going
Aug			Management team review Report	First elements	First elements tested		On going
Sep							On going
Oct							On going
Nov							On going
Dec			Management team review Report	Remainder of system	Beta testing	Project launch to selected test sites	On going
08 Jan							On going
Feb				Recoding from testing			On going
Mar					Full scale testing	Full scale launch & dissemination	
Apr			Management team Report				Revisions
May							Revisions
Jun						Conference	Revisions
Jul				Revisions	Results		Revisions
Aug			Management team review				
Sep							
Oct							
Nov							
Dec							
09 Jan							
Feb							
Mar			Management team Report			Project complete Conference	

Finance

Funding of the project is requested for completion as described above.

In summary the consortium will agree to research, design, build, test and disseminate a menu system and contextual material based around art and design requirements. Reports will be provided at regular intervals with a final report also being produced.

In addition we will also attend and deliver a number (to be agreed) of conferences dedicated to the dissemination of the project.

For the above we require a grant of £100,000 made up of the following:

Research	£9000
Design	£9000
Meetings & Reports	£5000
Management	£10000
Coding	£32000
Testing	£9000
Dissemination	£10000
Content production	£16000
Total	£100000