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Email: p.m.b.meers@gre.ac.uk
Date: 22nd June, 2006

Dear Ms Hawkins,

I have pleasure in enclosing a bid led by the University of Greenwich in response to *JISC Circular 3/06: JISC Capital Programme: Appendix C: e-Learning Programme: Cross-institutional use of e-learning to support lifelong learners*.

Our bid builds on existing, sustained collaborative networks that are already working together on a variety of projects, including the JISC DeL eLISA, the JISC infoNet CAMEL, and the JISC eLIDA CAMEL, in support of the University's e-Learning Strategy.

The enclosed proposal will enable the consortia involved to provide more integrated and coherent cross-institutional e-learning support and services to lifelong learners and to improve the overall learning experience, contributing to the JISC's overall vision and strategy.

The partners strongly support this bid and I commend it to you.

Yours sincerely,

Tricia Meers

Dr Tricia Meers
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a) Cover Sheet for Proposals	JISC Capital Programme
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Name of Capital Programme: e-Learning		
Name of Lead Institution: The University of Greenwich		
Name of Proposed Project: eCCo: The e-Learning CAMEL Collaboratory		
Name of Project Partners: <i>JISC infoNet, The Association for Learning Technology, Greenwich Council Education Services/ City Learning Centres, Aimhigher/ASPIRE, Greenwich Community College.</i> The partners have already been working together in 2005-06 on: (1) the JISC infoNet CAMEL project (2005-06) and (2) JISC Design for Learning eLIDA CAMEL project (2006-07). The Greenwich partners have worked together on (3) the JISC eLISA DeL Pilot Project (2005-06) and on lifelong learning/widening participation initiatives for more than five years. The project will work in tandem with and will support the <i>JISC eLIDA CAMEL consortium</i> . The University of Greenwich is also a leader/partner in four regional Lifelong Learning Networks: consultation on and dissemination about this project will be offered to all our lifelong learning partners.		
Full Contact Details for Primary Contact: Name: Dr Jill Jameson Position: Director of Research and Enterprise, School of Education and Training Director of JISC DeL eLISA and eLIDA CAMEL (Director of Lifelong Learning 2000-04) Email: j.jameson@gre.ac.uk Address: The University of Greenwich, School of Education and Training, Mansion House Bexley Road, Eltham, Greenwich, London SE9 2PQ Tel No: 020 83319502 Fax No: 020 83319504		
Length of Project: 30 months		
Project Start and End Dates: 1 September 2007 – 31 st March 2009		
Total Funding Requested from JISC: £200,000		
Funding Broken Down over Project Years: 1 Sept 2006 – 31 Dec 2007 = £100,000; 1 Jan 2008 – 31 st March 2009 = £100,000		
Total Institutional Contributions: £201,843		
Outline Project Description eCCo, the e-Learning CAMEL Collaboratory, is a new on-line pedagogic collaboration and knowledge-building laboratory for lifelong learning practitioners set up in Moodle, incorporating links to LAMS, RE-LOAD, Greenwich CMS PLE, & other e-learning tools, particularly those with a design for learning, social software and personalised focus. eCCo will collect together, evaluate, share and develop collective knowledge. It will provide an 'echo' of feedback, enabling shared benefits for teachers & learners from e-learning usage. Teachers face difficulties in becoming 'learning designers' preparing students for HE access using e-learning: in response, a knowledge-building e-L/DfL collaboratory provides a professionally supportive environment. eCCo will enable a lifelong learning learner-focused teaching and e-L/DfL knowledge-building shared Moodle environment informed by operational findings from the <i>JISC eLISA</i> (e-Learning Independent Study Skills Award, 05-06) Distributed e-Learning (DeL) and <i>JISC Infonet CAMEL</i> HEFCE-LGM-funded projects (Collaborative Approaches to the Management of e-Learning, 05-06). eCCo will work in tandem with the <i>JISC eLIDA CAMEL DfL</i> Project (06-07) building on its findings in 07-09, focusing on pedagogic activities to promote effective cross-institutional uses of e-learning to support lifelong learners. The collaboratory brings together a shared e-learning professional and social virtual space with the results of practical e-L/DfL activities in FE, HE and schools, thereby developing, extending and widening benefits to learners and practitioners from e-learning usage, in support of the JISC e-Learning programme aims and vision, and the HEFCE's e-Learning strategy.		
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO

b) Introduction

Summary overview

eCCo, the e-Learning CAMEL Collaboratory, is a new on-line pedagogic collaboration and knowledge-building laboratory for lifelong learning practitioners to be set up in Moodle, but incorporating also links to LAMS, RE-LOAD, Greenwich CMS PLE and other e-learning (e-L) tools, particularly those with a design for learning (DfL), social software, personalised and mind-mapping focus. eCCo will collect together, evaluate, share and develop collective knowledge. It will provide an 'echo' of professional & social feedback from the peer-group involved, enabling knowledge building/shared benefits for teachers & learners from e-learning usage and an exploratory blended e-L community of practice.

Teachers face difficulties in becoming 'learning designers' preparing students for HE access using e-learning: in response, a knowledge-building e-L/DfL collaboratory provides a professionally supportive environment. eCCo will enable a lifelong learning learner-focused teaching and e-L/DfL knowledge-building shared Moodle environment informed by operational findings from the *JISC eLISA* (e-Learning Independent Study Skills Award, 05-06) Distributed e-Learning (DeL) and *JISC Infonet CAMEL* HEFCE-LGM-funded projects (Collaborative Approaches to the Management of e-Learning, 05-06). eCCo will work in tandem with the *JISC eLIDA CAMEL DfL* Project (06-07) building on its findings in 07-09, focusing on pedagogic activities to promote effective cross-institutional uses of e-learning to support lifelong learners. The collaboratory brings together a shared e-learning professional and social virtual space with the results of practical e-L/DfL activities in FE, HE and schools, developing, extending & widening benefits to learners and practitioners from e-learning usage, in support of the JISC e-Learning programme aims & vision and HEFCE's e-Learning strategy.

Rationale for the work to be undertaken

The rationale for eCCo is to provide an on-line environment for the development of an emerging new model of effective practice for approaches to collaboration in e-learning for HE access in the UK HE/FE Community (Ferrell and Kelly, 2006). The involvement of e-learning practitioners will be invited and trialled in this environment: professional and social feedback (an echo) and knowledge exchange for e-L work will be encouraged and developed.

This new model has been developed through the HEFCE/LGM-funded JISC infoNet 'CAMEL' project (2005-06), in which the University of Greenwich is one of four main institutional partners, with the University of Staffordshire, Leeds College of Technology and Loughborough College, with leadership, support and facilitation provided by JISC infoNet, the Higher Education Academy, JISC and the Association of Learning Technology (ALT).

Simultaneously, in the JISC eLISA DeL project (2005-06), the University of Greenwich and partners, including the Universities of Oxford and Kent, have carried out teacher practitioner development of learning design (LD) sequences using LAMS design for learning system and Moodle course management system with 14-19+ learners in post-compulsory education (PCE) colleges and schools. This work has progressed very well: findings from work with 134 learners and 20 teachers at ten different PCE institutions in London and the South East indicates strong potential for design for learning (DfL) activities carried out by practitioners in access to HE programmes to achieve beneficial results from using e-learning to teach study skills for HE access, in particular in personal statement writing skills. However, we have found that practitioners do not find this process either easy or automatic, and require mentoring and in-depth support from a professional community of practice for best results. The development of the eCCo has been designed in response to our findings in the JISC DeL eLISA and CAMEL projects, and aims directly to address the need to develop in

Definition of 'collaboratory'

A collaboratory is a 'new networked organizational form that also includes social processes; collaboration techniques; formal and informal communication; and agreement on norms, principles, values, and rules' (Cogburn, 2003: 86). Cogburn here widens out William Wulf's original 1989 definition of a collaboratory as a "center without walls, in which the nation's researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, [and] accessing information in digital libraries" (Wulf, 1989, cited by Cogburn, 2003: 85-86). In this wider definition, collaboratories are centres without walls in which a community of practice interacts to investigate and create knowledge. We seek to develop a new interpretation of this wider definition, with particular regard to pedagogic design for learning activities for practitioners in support of learner-focused lifelong learning through institutional and collaborative cross-sector e-learning developments.

practitioners 'confidence and skills in managing and facilitating e-learning in different contexts and with different pedagogical approaches' (JISC e-Learning Programme Circular 3/06:1).

eCCo aims therefore to set up an on-line environment focusing on teachers' e-learning and design for learning activities in supporting students' access to higher education within a professional learning community (see Bolam, R., et al., 2005). This applied research-in-practice rationale is also in general support of the mission of the *ALT Learning Technology Research Strategy* (2005) in its 'third way' conception that a lively interaction between 'learning' and 'technology' is of value in integrating new technologies into teaching practice and achieving learning technology re-usability within a professional learning community of practitioners. This effectively links e-learning research with practice in beneficial ways in a learning technologies community still relatively young in evolutionary terms during a time of rapid technological change (Conole, 2004, Conole, Ingraham, Cook, 2003).

Nature of the work to be undertaken

eCCo aims to:

- enable involvement by practitioners & provide feedback (a supportive echo) to improve understanding of e-learning in lifelong learning practice, enhance students' learning experiences and develop an eCCo community model in support of more effective e-learning teaching & DfL.
- provide local support for practitioners from Greenwich Community College, Greenwich CLCs/Children's Services, & further development through our links with Aimhigher Greenwich and Aimhigher/ASPIRE South East, as well as the Lifelong Learning Networks in Greenwich, Kent, Medway and London to take forward practitioner e-learning, relating in particular to work-based learning, Foundation Degrees, Skills for Life, Study Skills and the support of personal tutors.
- work with JISC infoNet and ALT to take further the CAMEL JISC infoNet model and to engage practitioners in eCCo, disseminating the results from trialling and feedback widely.
- foster and nurture new forms of e-learning in e-L/DfL and build shared knowledge from practitioner experiences, embedding these into current teaching and learning practices. The institutional mission and strategies of all partners are in support of the aims of the project.
- link the findings from the JISC DeL eLISA and JISC infoNet 'CAMEL' in setting up an e-learning community of practice with e-learning practitioners carrying out e-learning and design for learning learner-focused development, in providing a supportive professional and social environment.
- provide an environment designed to respond to the difficulties and need for support teachers face in becoming effective designers for learning within a professional learning community of practice.

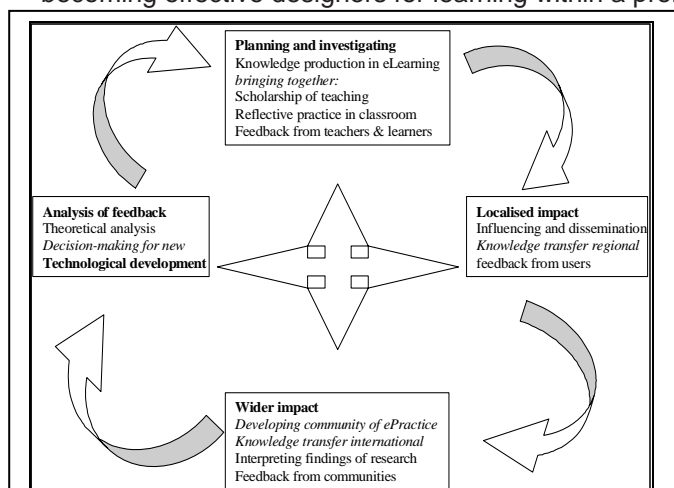


Fig 1: Impact model: e-Practitioner, Research & Technological Development (Jameson, Jill. Walker, Simon. Rvan. Malcolm and Noble. Howard. 04)

The importance of effective student support to improve students' learning experiences is of significant relevance to HE/FE investigation in a time of mass expansion of HE (Ainley, Farr, Jameson, Jones and Hall, 2003). The role of collaborative social interaction, multimodal and situated learning (Brown and Duguid, 1991, Conole, 2004) is of key relevance in this development of an effective collaborative for teachers as designers within a professional learning community (Lave and Wenger, 1991) building on our prior work in London and Kent NTI (Jameson, 2003), & the professional work of the Greenwich e-learning team (Jameson is Co-Convenor of the SRHE HE-FE Network, Vice-Chair of LSRN LSE and QAA-appointed Chair of the London Access to HE Validation Committee, OCNLR; Ryan and Walker

have key roles in HE/FE e-learning research and practice in ALT, AACE ED-MEDIA, eTTNet and eTTCampus, Our national and international partners JISC infoNet and ALT have advanced expertise in

e-learning project management and research. Dr Mohammed Dastbaz and his School of CMS team run the e-Centre at Greenwich: the School of CMS won the Queen's Anniversary Prize for Higher Education in 2002, the top award at the British Computer Society (BCS) IT Awards in 2001 and the European IST (Information Society Technologies) Prize in 2003 for its EXODUS software).

We noted earlier the benefits of employing an impact model bringing together practitioner testing of e-learning into a collaborative model within a wider community of practice (CoP) in our joint work with the University of Oxford LTG team (see Fig. 1: Jameson, Walker, Ryan and Noble, 2004).

A number of prior models of e-learning student support have focused on providing effective learning environments: we noted previously that learners can derive significant benefits from a 'cognitive residue' of self-empowerment enabled via an expansion of expressive, creative design and problem-solving capability from a student-technology partnership situated in an e-learning environment designed to incorporate specific factors to support students. (Jameson, 1999, Jameson and Squires, 2000, Salomon, Perkins and Globerson, 1991). Learning activities sequences carried out by practitioners in the DfL programme linked to this study will enable practitioners to develop and evaluate their own LD activity sequences and share these proactively within a professional CoP. Cognitive benefits from learner-technology partnerships are not automatic, but require an appropriate learning environment with focused and planned learning activities to support students (Salomon et al., 1991, Jameson, 1999). Teachers need specific support to achieve this. Setting up an authentic learning environment with suitable, personalised tasks, appropriate software, scaffolding support, and the capacity for planning, goal-setting and discovery tasks for proactive learning is crucial to support both teachers and learners achieve such gains (Fig 2).

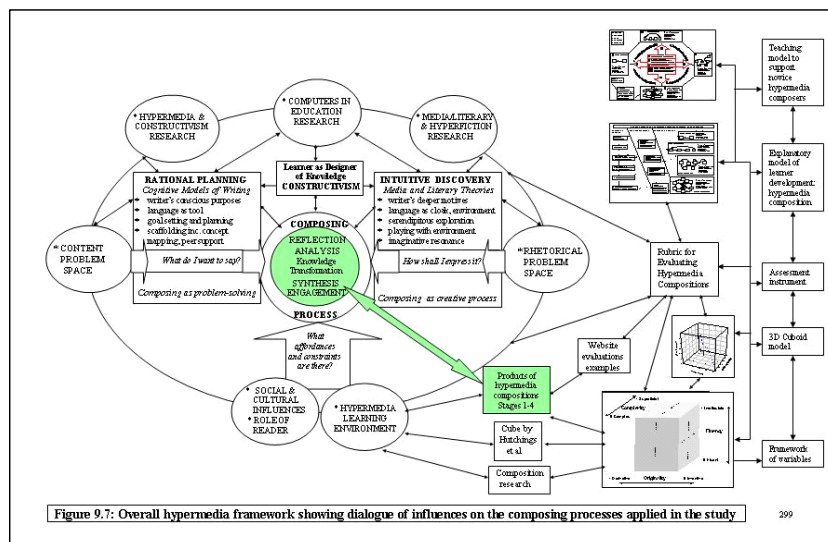


Figure 9.7: Overall hypermedia framework showing dialogue of influences on the composing processes applied in the study

Fig. 2: Student-centred e-learning model linked with teaching model, Jameson: learner as designer of knowledge (1999, 2000, 2004)

inquiry (Heron and Reason, 2001) which agrees aims and principles, theory-building, methods of e-learning trialling, analysis and the identification of findings. The constructivist social software course management environment Moodle is appropriate for this, as are the wikis, fora, chat, and other e-learning tools which will be incorporated into the project.

Evaluation of eCCo

The evaluation of eCCo will require multiple sources of evidence: a mix of quantitative (questionnaires) and qualitative analysis (interviews, observations) will be carried out to evaluate the project. The following methods will be employed: (1) pilot trialling of e-learning DfL sequences by practitioners; (2) questionnaires to e-practitioners and to their learners; (3) content analysis of LD sequences and processes, e-practitioner dairies and learner reflections; (4) analysis of observations and (5) feedback from eCCo meetings. Analysis and findings from evaluation results will be written up into a final evaluation report making recommendations from the findings of the collaboratory as professional learning community for teachers as e-learning practitioners and learning designers.

Length of the project

The length of the project is 30 months.

Start and End Dates

The start date is anticipated to be 1 September 2006, with an end date of 31st March 2009.

Summary of how the project will contribute to the programme

The collaboratory will pilot new e-learning technologies with practitioners to support lifelong learners, and will contribute to the JISC's vision to 'identify how e-learning can benefit learners, practitioners and educational institutions'. The project will advise on the cross-institutional and inter-institutional implementation of e-learning, collecting and analysing collaboratory data from practitioners to help institutions to 'meet the diverse needs of learners throughout their lives' (JISC Capital Programme Summary Information, 2006: 1). eCCo will advise on the benefits and constraints of e-learning and learning design tools and methods utilised within the project, including Moodle, LAMS, RE-LOAD and a range of other open source blended and face to face methods of using e-learning in the classrooms of schools, further and higher education institutions with lifelong learners.

c) Project description

eCCo will set up a collaboratory to provide a supportive e-learning community of practice and a professional and social environment providing feedback (an echo) for trialling and reflecting on the use of e-learning and design for learning sequences with practitioners in South East and eLIDA CAMEL post-16 institutions in Moodle hosting LAMS V1.1, LAMS 2, RELOAD, social software & the CMS PLE. The project will build a community of practice for critical evaluation of and feedback on practitioner use of e-learning and learning design for learning software and pedagogical practice across the UK. The project will utilise & build on the JISC infoNet CAMEL model developed 05-06 for collaboration for effective UK-wide practice in the management of e-learning. eCCo will have the following components:

- **e-Learning and Learning Design practice and evaluation work** - development, implementation, monitoring and evaluation of DfL activities by practitioners in post-16/HE institutions with a London/South East focus, plus national dissemination through our lifelong learning partners;
- **Collaborative on-line e-learning community activities** - the development, implementation, monitoring and evaluation of practitioners' e-learning work in collaborative group activities providing feedback (an echo) for practitioners across the UK building on CAMEL (JISC infoNet).

Practitioners will be invited to participate in eCCo community wikis, blogs, fora, chat, and other professional and social spaces. They will be asked to fill in 'learning journals' fortnightly, reflecting on experiences of using e-learning in the classroom and to provide a 'rating score' with feedback for the use of different e-learning tools. eCCo will develop a model of effective practice for collaboration and knowledge exchange in e-learning in the HE/FE community relating to DfL activities, placing the learner at the centre of the project. In this we build in more general terms on ALT's statement (2006) in their response to HEFCE's *Final Draft 2006-2011 Strategy* that emphasis should now be placed on the "...scope for learning technology to provide a more seamless transition into HE from secondary and tertiary education, and the need for HEIs to adapt to the increasing ICT fluency of "incoming" school- and college-leavers." By collecting together individual and collective case studies, journal reflections and learning design sequences from practitioners, we will investigate the proactive capability of individual teachers to gain self-empowerment from authoring their own learning activities, concept maps, learning goals and learning journals in designing for student learning in the 'transition' areas of schools/FE/HE, supported from within a professional community. By focusing this collaboratory in particular on e-learning and learning design as it affects access to HE learner support activities of teachers in schools/HE/FE, eCCo concentrates specifically on teaching and learning issues relating to lifelong learning and widening participation, fields in which the partners are particularly experienced.

Dissemination is a key aspect of the project and will ensure that the results of the research will be easily accessible to others. The project is directly linked with the lifelong learning sector and with debates on widening access to higher education. This has particular value re. pedagogic issues raised in the DfL work carried out by JISC in the Pedagogy Strand (Beetham, 2004, 2005).

The benefits to the University and project partners will include financial and pedagogical support from JISC, dissemination, pedagogic, research and advisory support from JISC infoNet and ALT, increased participation and success with teachers, learners and lifelong learning partners, enriched links with Aimhigher/ASPIRE and the Lifelong Learning Networks. The qualitative and quantitative benefits for the University and project partners will include: increased support for e-learning, dissemination and participation in national and international events, large benefits to learners and teachers from the ongoing work on the project, staff development, conference participation, new software development, an enhancement to technical facilities and software, press coverage and media exposure, additional data for research and enterprise, enhanced and enriched links with partners, practitioners and learners.

These benefits are considerable and project budget costings reflect our understanding of rich wider benefits to be gained from participation in the *JISC Capital Programme*.

Description of the project plan

The project plan will comprise the following elements:

Timetable and Work Packages: Start Date: 1 Sept 2006 Project Finish Date: 31 March 2009

Lead Person	Phase and Work Packages	Duration	Start	Finish
	PHASE 1: Development and piloting	12 wks	Sept 2006	Dec 2006
	WP1.1 Communication and Project Start-Up		Sept 2006	Dec 2006
JJ, SET,CMS	Project start-up meeting, Set up collaboratory		Sept 2006	Oct 2006
All	Agree team protocols/meetings/responsibilities		Sept 2006	Oct 2006
JJ	Procedures identified and communicated		Sept 2006	Oct 2006
CMS	WP1.2 Project website design and launch		Sept 2006	Oct 2006
LM(O)	WP1.3 Evaluation planning and agreement		Sept 2006	Oct 2006
	WP1.4 Set up Collaboratory learning tools		Sept 2006	Oct 2006
	WP1.5 Identify content issues		Oct 2006	Nov 2006
	WP1.6 Develop/evaluate pedagogical models		Oct 2006	Dec 2006
	WP1.7 Identify & host tools for teachers/learners		Oct 2006	Dec 2006
	WP1.8 Deliver Collaboratory to practitioners		Oct 2006	Feb 2009
	WP1.9 Develop comms. & stakeholder strategies		Oct 2006	Dec 2006
	WP1.10 Workshop delivery (1)		Nov 2006	Dec 2006
	PHASE 2: Implementation/testing of new tools		Oct 2006	Dec 2007
	WP2.1 Provide interactive help		Oct 2006	Feb 2009
	WP2.2 Workshop delivery (2)		Jan 2007	Mar 2007
	WP2.3 Trial e-learning tools/learning designs		Oct 2006	Feb 2009
	WP2.4 Test PLE Integration with collaboratory		Jan 2007	Apr 2007
	PHASE 3: Project evaluation		Oct 2006	Feb 2009
	WP3.1 Evaluate PLE		Jan 2007	Dec 2007
	WP3.2 Evaluate results Phase 1 and 2		Jan 2008	Dec 2008
	WP3.3 Dissemination activities		Jan 2009	Mar 2009
	WP3.4 Sustainability identification and reporting		Jan 2007	Feb 2009
	PHASE 4: JISC Reporting		Sept 2006	Mar 2009
	Complete project plan and website information		Sept 2006	Sep 2006
	Phase 1-4 progress reports		Sept 2006	Jan 2009
	Final report		Feb 2009	Mar 2009

Stakeholder Analysis	Interest / stake	Importance
UoG School of Education & Training	Management and delivery of project	high
Greenwich School of CMS	Servicing of eCCo and PLE	
JISC infoNet	Dissemination of eCCo activities in community of practice and wider network	high
ALT – Association of Learning Technology	Dissemination of eCCo activities in community of practice and ALT, ALT-C.	high
Greenwich Community College and other eLIDA CAMEL partners	Practitioner use of learning designs	high
Aimhigher/ASPIRE	Facilitation of e-learning widening participation activities regional/national	high
Greenwich Children's Services/ CLCs	Local facilitation of access to practitioners	high
Learners in schools/FE/HE	Participation through teacher involvement	medium

Technical Development

The primary aim of eCCo will be to use an existing course management environment (Moodle) and e-learning tools (LAMS, RELOAD), plus new versions of LD software and to trial these with practitioners in a collaboratory. eCCo will in the main focus on pedagogy, knowledge exchange, evaluation and usage, not technical development. The existing Greenwich School of CMS Personalised Learning Environment (PLE) developed in the JISC eLISA DeL project has already been set up: some minor technical refinements to this will be developed during the operation of eCCo 2006-09.

Alignment with institutional e-learning and other strategies

This project proposal has been developed directly in the context of the University of Greenwich institutional learning, e-learning research and enterprise and information management strategies (2000-06). Two of the Greenwich School of Education and Training project management group (Walker and Ryan) are leading players in the University's e-learning management team and have written the greater portion of the e-Learning Strategy for the University during 2005-06. The project Director, as University Director of Lifelong Learning in 2000-04, has previously written the University's Widening Participation and Learning and Teaching Update Strategies (2002) as well as the Consortium Agreements for all partner colleges of the University (2001-03). As Director of Research and Enterprise in the School of Education and Training, Jameson has close familiarity with the University's Research and Enterprise Strategies, and has recently written the School's Research and Enterprise Plans and Strategies for 2006-12, with direct reference to the University R&E strategies and to the e-learning work to which this bid relates. Greenwich Community College (GCC) has recently completed their 3-year e-Learning Strategy with targets for 98% participation in Moodle VLE: this project complements GCC's work directly. The 14-19 Partnership e-Learning work in Greenwich Council Children's Services and Greenwich CLCs directly supports this project and has fostered the eLISA and JISC eLISA projects during 2001-06. The project also supports our ongoing work with the Lifelong Learning Networks of which the university is a partner, and the Aimhigher/ASPIRE widening participation work in Greenwich, ongoing during 2002-06.

Links with prior evaluation work

Lessons previously gained from the LAMS evaluation in supporting DfL will be brought into the project from prior eLISA work carried out with Oxford University LTG, the DeL eTools Tools Integration Project (TIP) at both pedagogical and technical levels (usability and data layers through web services) and the JISC TOIA (Technologies for On-Line Interoperable Assessment) projects. Learning designs in LAMS V1.1, LAMS 2 and RELOAD will be piloted, implemented and evaluated re. capability to enable learning technologies to be brought together into a design to help teachers and learners collaborate in completing a set of learning activities, emphasising process-based and collaborative elements in learning, as well as proactive capability of individual independent teachers to gain self-empowerment from authoring their own learning activities, concept maps, learning goals and learning journals. The eCCo Project will commence in Sept, 2006 and run until 31st March, 2009. Total JISC funding proposed for the project is £200,000, while the consortium contribution is £201,843.

Project management

eCCo will be overseen by an Executive Group. This will be chaired by the Director of the project, Dr Jill Jameson, with Simon Walker as Deputy Director. There will be wider Development Steering Group which will meet as required on a quarterly basis to review progress and ensure good cross-fertilisation. Relevant working groups will be drawn up on a local basis meeting when required to cover particular aspects. Expected main groups are:

- *Greenwich School of Education and Training:*
Project direction, management and coordination, pedagogy, delivery and testing.
- *Association for Learning Technology (ALT):*
Facilitation of links with wider e-learning community, ALT-C dissemination.
- *JISC infoNet:*
Publications, strategic sectoral overview, pedagogic and collaborative guidance.
- *Greenwich School of Computing and Mathematical Sciences:*
Personalised learning environment, service delivery of Moodle, LAMS, RE-LOAD and other relevant and appropriate e-learning tools/environments, provision of website.
- *Greenwich Community College (GCC)*

eCCo will work closely with GCC to enable practitioners to share and evaluate their experiences of using Moodle and LD e-learning. A particular focus of GCC's work will be on work-based learning with employers, Foundation Degree work in Teacher Education/Teacher Assistant Fds, Skills for Life (SfL), Study Skills (continuing with the JISC eLISA embedding project and supporting personalised learning for teachers, including support for personal tutors.

- *Greenwich Council Children's Services/City Learning Centres*
eCCo will work closely with the 14-19 Partnership Group and Greenwich Lifelong Learning Network: the Director has been a member of these since 2000- 01. The CLCs will provide supportive partnership work with practitioners, and will take part in evaluations and trialling of eCCo. The Greenwich 14-19 partnership members, including Shooters' Hill Post-16 Centre and schools in Greenwich, will provide direct links to practitioners through the Council and CLCs for trialling and development work in eCCo.
- *Aimhigher/ASPIRE*
The project will work closely with Aimhigher/ASPIRE, a formative partner in the Greenwich GPlus 14-19+ eLISA since its inception in the Greenwich Area-Wide Post-Inspection Action Plan Working Group 2001. Aimhigher/ASPIRE will link with the eCCo, the JISC eLISA DeL (continuation and embedding phase 2) and JISC eLIDA CAMEL Design for Learning projects, ensuring that widening participation and lifelong learning partners regionally benefit from the project.

Consortium details:

Partners: University of Greenwich, JISC infoNet, Association for Learning Technology (ALT), Greenwich Council Education Services/ Aimhigher/ ASPIRE/ Greenwich City Learning Centres, Greenwich Community College. The project will also work directly with the JISC eLIDA CAMEL and JISC eLISA DeL Consortia institutional partners, but the focus of eCCo is to provide an electronic environment to facilitate institutional work and therefore the institutional partners will be recipients and participants in eCCo rather than at the delivery end, which will be undertaken by the main partners, in conjunction with our close local partners in Greenwich/SE, for face to face trialling locally.

Lead contacts:

- Dr Jill Jameson, Director of Research, Director of JISC eLISA, SRHE joint HE-FE coordinator.
- Dr Gill Ferrell, Acting Director of JISC infoNet and Jacquie Kelly, Senior Advisor, JISC infoNet.
- Rhonda Riachi, Director of the Association of Learning Technology (ALT).
- Simon Walker, Principal Lecturer, School of E&T, (for e-learning, Teaching and Training programmes and University-wide e-learning developments), Deputy Director of the JISC eLISA.
- Malcolm Ryan, Principal Lecturer/Flexible Learning Co-ordinator, School of E&T, (Flexible Learning, e-learning Teaching & Training & University-wide e-learning), JISC eLISA Team.
- Gwen Evans, Aimhigher/ASPIRE South East Coordinator, University of Greenwich.
- Professor Mark Stiles, Head of Learning Development and Innovation, Staffordshire University.
- Philip Noakes, City Learning Centre Scheme Manager, Greenwich LEA, LB Greenwich
- John Hywel Williams, Director of Learning Resources & ILT Dev., Greenwich Community College.

Interoperability

eCCo will aim to facilitate interoperability to support a systematic reuse of learning design sequence sharing between JISC and other providers, assuring technical and quality standards to better support the management of learning for effective support in post-14 education. A service-orientated approach will be adopted within the JISC e-learning Framework.

Critical success factors

Critical success factors are outlined below re. planned activities. Prioritisation according to analysis of outcomes is designated by (1) highest priority; (2) medium-level priority:

- appropriate involvement in eCCo by partners; (1) effective eCCo communication; (1)
- effective steering, facilitation of, and development of eCCo with JISC infoNet and ALT as well as effective management of an independent evaluation; (1)
- effective structuring of the eCCo Moodle to facilitate use of LAMS, RE-LOAD and other e-learning and design for learning tools within the collaborative environment eCCo to ensure case study materials appropriately collected & evaluated; (1)
- effective monitoring and evaluation of design for learning activities by all partner institutions; (1)
- accurate reporting of the results of monitoring and evaluation of eCCo ; (2)

- completion of accurate reporting on the evaluation of design for learning components of eCCo in annual reports and a series of dissemination events; (1)
- effective completion of eCCo learning design work linked with LAMS V1.1, LAMS V2, RELOAD and the Greenwich CMS PLE within Moodle; (1)
- effective dissemination of the results of eCCo work more widely in consultation with JISC. (1) effective recommendations for and dissemination of the lessons from eCCo. (1)

Independent evaluation

An independent evaluator will be recruited to evaluate the processes and outputs of the project. S/he will provide both formative and summative evaluation and a final evaluation report. All groups are expected to operate through a combination of face-to-face meetings, e-mail and using Moodle to facilitate communication and recording of activities. The project director and deputy director will monitor the project closely to ensure that risks are managed effectively, problems identified early and dealt with appropriately and that progress is maintained throughout the lifetime of the project and all partners are kept fully informed of the status of the project.

Deliverables: Project Outputs

- A written report on the eCCo project, including recommendations for the development of design for learning and collaboration for communities of practice in this;
- An evaluation report on the eCCo project, outlining the findings of the evaluator and the project team from questionnaires, observations, quantitative and qualitative data from Moodle, LAMS, PLE and other application logs, interviews, journals and exercises carried out by the project team.
- A theoretical model relating to the development of a knowledge-building collaboratory and professional/social feedback environment for knowledge exchange by practitioners.
- Individual and collaborative studies from practitioners in the South East and nationally/internationally re. e-learning, DfL and related activities, processes & outcomes with learners;
- A series of dissemination events and products linked to eCCo, including short papers focusing on specific aspects of the project (e.g. the Collaboratory concept, the CAMEL communities of practice model, the eLISA work on study skills and e-learning, the definition of learning design, examples of learning design generic sequences, discussion of issues relating to re-usability);
- A final data collection which will be made available to the JISC, JORUM, the national evaluators of the JISC Capital programme, the archivists for JISC and to other UK HE-FE e-Learning projects.

Project Outcomes

- increased understanding of cross-institutional and inter-institutional value of and issues relating to e-learning and dissemination of these to UK HE/FE, school and lifelong learning communities;
- knowledge relating to the potential for professional and social collaboratories to enable practitioner support and feedback, and the benefits of this for teachers and learners, with greater understanding amongst the wider e-learning community regarding the potential of a shared environment in Moodle to improve practice in e-learning across and between institutions.
- greater knowledge of e-learning tools, activities and systems to support e-learning and design for learning relating to practitioner case studies in teaching and learning, linked with current and prior work re. e-learning in the JISC DeL and Pedagogy strands;
- improvements in shared understandings re. e-L/learning design in learning technologies usage.

Risks and Risk Management

The University has considered this project in relation to UoG risk management procedures:

- **Main Risk (What Can Go Wrong):** Key individuals could leave the University part way through delivery of the JISC contract, with no suitable replacement. **Impact:** Contract could fail, damaging the University's reputation, causing refund clauses triggers. **Likelihood:** Low (key individuals have indicated verbally they are keen to work on the project and have no intention of leaving). **Mitigating action:** We can identify alternative potential staff to replace all key personnel on the project in any case. **Financial impact:** Low: without mitigating action, the impact could have been the approximate cost of the project, estimated at £200k. With mitigating action, the impact is significantly reduced. Other risks 'in principle' identified for the JISC capital project include:
 - Cost over-runs/chances of cost estimates being wrong and financial penalty clauses.
 - Legal implications: mitigating action through appropriate advice from University Secretary.
 - Impact on University's reputation if something goes wrong.
 - Expertise of appropriate staff to deliver and "fit" with overall University strategy.
 - The risk of non-availability of sufficient resources (including human and physical).
 - Knock-on effects on other activities and potential difficulties if partner organisations involved.
 - Appropriate "exit strategy" if needed.

Following this analysis, we have drawn up the final most significant risk analysis for eCCo:

Risk Analysis	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Loss of key project staff	3	4	12	Incentives offered to staff to participate and remain throughout.
Organisational disruption: restructuring, blockages.	3	3	9	Dissemination of clear information; programme agreed with SMT/VCG.
Technical difficulties/failure	2.5	3	7.5	Appoint effective technical staffing; have key incentives and backup.
Legal challenges & IPR issues	1	5	5	Set up effective legal framework and check with key experts.

Dissemination, Exit/Sustainability Plan and IPR

Dissemination will be a particular strength of eCCo, with JISC infoNet and ALT both contributing to this nationally and internationally. Full details are outlined in the project plan, inc. website reporting, a discussion forum with partners, series of workshops/conferences, liaison with JISC to collaborate on dissemination. On completion of eCCo, project partners will have:

- (1) Developed, implemented & evaluated eCCo e-learning and learning design processes and sequences with a growing community of practitioners in a knowledge exchange and knowledge-building professional and social learning environment and utilising social constructivist software;
- (2) Delivered, trialled and piloted eCCo for teachers, gained feedback, ref. JISC Pedagogy;
- (3) Evaluated practitioner use of LD (LAMS V1.1, LAMS V2, RELOAD, VLE-LD and the Greenwich CMS PLE & learner outcomes and the use of social software such as wikis, blogs, fora and Moodle.
- (4) Carried out CAMEL visits between practitioners and shared LD concepts & models;
- (5) Developed an on-going programme of implementation of project for national take-up. eCCo will develop and establish an implementation and dissemination methodology which extends beyond the JISC-funded period through subsidy by partner institutions and/or self-funding as appropriate, including embedding the project in existing courses/facilities, and developing paying seminars and workshops. A fully-costed business model for exit and sustainability will be drawn up in project plans.

IPR Issues

Any information gathered in the course of this work not already in the public domain will be the property of HEFCE, on behalf of JISC and its funding partners. The information provided in the reports and rights to all other outputs shall become the property of HEFCE on behalf of JISC and its partners in support of the HEFCE e-Learning Strategy and JISC e-Learning Vision and Strategy.

Exit/Sustainability Initial Plan

Project Outputs	Why Sustainable	Scenarios to take forward	Issues to Address
eCCo Moodle, wiki web, blog, data & resources for use by e-learning practitioners; LAMS, RELOAD, other e-L/LD tools.	Shareable long-term potential for e-learning community with pedagogic focus.	Make eCCo resources available long-term to JISC and JORUM, archive website for future use, interest and research,	Ensure teachers understand IPR issues and questions of shareability and re-usability; ensure staff development offered in this area.
eCCo Moodle logs, case studies: individual and collaborative.	Long-term relevance of design for learning activities to learners in lifelong learning & HE.	Embedding in existing partnership activities and programmes with subsidy from partners.	Address long-term costs and capacity building issues, link to JISC Pedagogy project.
eCCo final reports + evaluation report.	Long-term benefits from lessons learned.	Website download, further research, R&D model dev.	Maintenance of website by partners.

Case Study: Impact of the Moodle environment with Practitioners in JISC eLISA DeL

In her response to the teachers' review questionnaire, TR (JISC eLISA DeL, 05-06) appeared to attribute a substantial part of the success of the sequence to the affordances of the online environment: *"They achieved a lot as we were able to put a lot of material on in a interactive and interesting way which students were able to access in their own time and enjoy. They learnt the skill of using an on-line learning platform. There was a marked improvement in their work using this approach."* She also cited independent learning, increased participation and the ability to support differentiation as beneficial features: *"Students were able to work independently and develop their skills in a time frame that was suitable to them. Also, we were able to adapt the materials to make it more interactive, with each student putting in equal amount of work, whereas in a normal group situation some*

students tend to sit back and contribute very little. They are forced to participate to enable them to get the best out of it. "In terms of differentiation students could work at their own pace with very little tutor support. This will enable tutors to offer more one to one support for students who may have difficulties with literacy etc. You can also adapt areas for students at different levels and provide additional material for extra support if required. The ease with which you can include NLN learning objects and Hot Potatoes quizzes means that you can cater for different learning styles." (See Masterman, E, 2006, Evaluation report for the JISC DeL eLISA for further examples of Case Studies linked to eCCo.)

d) Budget

JISC eCCo Capital Bid Sept 2006-March 2009: Project Budget

JISC funded costs	FTE	Salary proportion	Sept 06 - Dec 07	Jan 07 - Mar 09	TRAC fEC	Total
Direct staffing and coordination costs			15 months	15 months	.8FTE	
Greenwich: Proportion of costs project management £65,410 x.33 FTE senior profess inc. 12.8 % NI + 7% incr	0.33	24,132	12,066	13,273	x £33,456	25,339
Collaboratory Coord x £33,176 x.5 + 12.8% NI + 7% incr	0.50	20,021	10,711	11,012	26,764	26,764
Technical staffing = £29,968 x .5 x 11.8% NI	0.50	16,752	8,376	9,214		21,723
JISC infoNet and ALT project costs for CAMEL	n/a	n/a	15,000	15,000		34,342
Practitioner one-off payments x £200 each	n/a	n/a	2,000	2,000		30,000
Greenwich Chidren's Services/CLCS support costs			3,000	3,000		4,000
Greenwich Community College support & facilitation	0.15	n/a	5,000	5,000		6,000
Evaluation by consultant			3,000	4,000		10,000
Greenwich Administration and Financial management						7,000
						10,232
Sub-total for direct staff costs						175,400
Travel & Subsistence						
Travel and subsistence (inc meeting costs)						5,000
Equipment and software						
Servers for Collaboratory x 2						8,500
New LD tools, software and licences						5,000
Dissemination						
Dissemination events - attendance & organisation						5,000
Publication and printing costs						1,000
Stationery and postage costs						100
Sub-total for non-staff costs						24,600
Total JISC funded contribution			59,154	62,498	26,764	200,000

Consortium funded	FTE	Monthly rate	Sept 06 - Dec 07	Oct 06 - May 07	TRAC fEC	Total
Staffing costs						
University of Greenwich - project management x .3 (2 staff)	0.30	2,799	41,985	41,985		83,970
University of Greenwich - pedagogic staffing input x.3	0.30	1,249	18,735	18,735		37,470
University of Greenwich - technical staffing x.3	0.30	774	11,610	11,610		23,220
Practitioners' institutions additional time (several FE/6FCs)	0.05					5,000
JISC infoNet and ALT management and support time						2,000
Sub-total						151,660
Other costs contributed by partners additionally						
University of Greenwich e-learning strategy/TQEF allocations						20,000
Greenwich CLC/14-19 Forum support additional time						1,000
e-L Staff dev., UoG conferences, travel etc. (30 months)						15,000
Contribution - TRAC for estates £5,229 per FTE x .8FTE					4,183	4,183
Facilities & sustenance (Maritime Greenwich) for 8 meetings @ £1250 per meeting (including lunches & refreshments)						10,000
Sub-total						50,183
Total consortium funded			£72,330	£72,330	£4,183	£201,843

eCCo Budget Salary Calculations – Basis for Costs:

Project Management – Senior Research Professional £52,127 *.5; Research Fellow £30,363 + £2813 LWA
 Greenwich technical - Computing Officer Grade E £31,544 + LWA £3541; Academic related staff RS1A £37,362
 Course Tutors - Lecturer scale at University of Greenwich, £28,360 + LWA £2713.
TRAC - Standard application of costs per annual FTE for compliant status HEIs using mandatory hours a year for academic staff: 1650 hours a year (220 days, 37.5 hours a week, 44 weeks a year) to calculate salary rates, indirect cost rates and estates rates.

Charges allowable under TRAC: Other Departments:

Indirect Charges - £33,456 per FTE; Estate Charges - £5,229 per FTE

A summary of the proposed budget identifies expenditure project. TRAC methodology was used to calculate costs and price staking into account benefits to the lead institution & project partners. Funding requested from JISC is £200,000: costs borne by the host institution and project partners is £201,843. A summary of the qualitative and quantitative benefits the lead institution and any project partners as a whole expect to receive from the project is provided above.

References

Ainley, Farr, Jameson, Jones and Hall (2003), Beetham, (2004), Beetham (2005). Cogburn, D. L. (2003) HCI in the so-called developing world: what's in it for everyone, *Interactions*, 10(2), 80-87, New York: ACM Press, Ferrell and Kelly (2006), Jameson (1999, 2000, 2004), Jameson, Walker, Ryan and Noble (2004), Wulf, W. (1989) – Further Appendices of references available if required.

e) Key Personnel

Names and brief career details of key staff are below. All key personnel are already in place and working on JISC projects. Evaluation will be carried out through consultancy undertaken by prior JISC eLISA DeL and/or CAMEL evaluation consultants on a contracted basis.

University of Greenwich:	
<p>Dr Jill Jameson, Director of Research School of Education and Training 2004-present</p> <p>Director of Lifelong Learning 2000-04</p> <p>University of Greenwich</p> <p>Director of JISC eLISA DeL Project</p> <p>Director of JISC eLIDA CAMEL Design for Learning Project</p>	<p>Jill Jameson, PhD, MA (King's, distinction in Computers in Education), MA (Cantab.), MA (Goldsmith's), PGCE (Nottingham, distinction in Education), Director of Research, School of Education and Training, University of Greenwich, leading on a range of research initiatives in e-learning and lifelong learning. This includes presentations at the Association for the Advancement of Computing in Education (AACE) E-LEARN World Conferences in Vancouver and Washington on 'Learning from eLISA' (2005, 2004) and EDMEDIA World conference in Switzerland on e-learning models (June, 2004). Jill was selected as series editor of a new series of 24 books on lifelong learning: 'The Essential FE Toolkit' (Continuum books, forthcoming 2006), including a post-16 FE practitioner book on ICT and e-learning selected in collaboration with BECTA and FERL. Jill has been an invited keynote speaker for 2004 and 2006 conferences on building research in post-compulsory education at Canterbury Christchurch and TV Universities. As Director of Lifelong Learning, Jill both led and participated collaboratively in a number of successful partnership initiatives in the Thames Gateway linked to widening access, lifelong learning participation and skills development using IT, notably including the North Kent Area Investment Framework Knowledge Alliance, and two successful NTI collaborative bids worth £2.7m. Jill pioneered the Excellence Fellowships Pilot in Greenwich and Lewisham in collaboration with regional Excellence in Cities partners. Her reflective practitioner research work with the LSDA/LSC, publications and long-term membership of the National Planning Group for the LSRN Annual Conference led to invitations during 2000-03 to Chair the National Judges' Panel for the Best LSC Research Paper. As Director of the Greenwich LSC/DfES-funded eLISA, the JISC eLISA DeL project, and as a former Head of IT and Media directing several ESF-funded e-Learning programmes, Jill has successfully led and managed many similar prior ICT projects during 1989-2006.</p> <p>A senior manager in lifelong learning since 1987, Jill is a Governor of Shooters' Hill Post-16 Centre, elected HE Trustee Board Member and QAA-appointed Chair of the Access Validation Committee for OCNLR, Chair of Greenwich Adult Learners' Working Group and Governor, Post-Inspection Monitoring Committee and Governing Body for Bexley College. Jill's PhD hypermedia research work and MA (distinction) in 1989-99 in Computers in Education at King's College, then a 5* research-rated institution, complements her academic roles. These have been mainly in the post-compulsory sector as an Executive Director and Head of IT & Media leading e-learning projects in Islington and Oxfordshire, building on prior work as a professionally-trained learning resources manager and adult education LR/ICT teacher trainer (1984-95). Jill is author of three books on research in post-compulsory education, leadership and management in lifelong learning, an Alt-J Reviewer, Guest Editor, Alt-J Special Edition on IT in FE (2000), Guest Editor for BJET Special edition 2006 with Dr Sara de Freitas, a Moderator for the International Forum of Educational Technology & Society (IFETS, 1999). Jill is Director of Research in the School of Education and Training, following earlier work as Director of Lifelong Learning in the University of Greenwich 2000-04, in which she led the university-wide e-learning strategy. An EdD Principal Lecturer and PhD/EdD supervisor, Jill's publications include:</p> <ul style="list-style-type: none"> Jameson, J. and Walker, S. (2005). Writing in LAMs with Moodle for eLISA PDS: An e-Learning Partnership in Greenwich, Oxford and Kent. In G. Richards (Ed.), <i>Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005</i> (pp. 342-352). Chesapeake, VA: AACE.

	<ul style="list-style-type: none"> • Jameson, J. (2004) Learning from eLISA: A University-School e-learning Partnership in Greenwich, <i>E-Learn 2004 World Conference in Corp, Govt., Health and HE</i>, Association for the Advancement of Computing in Education Washington, DC, USA, November 1-5 2004. • Jameson, J., Noakes, P. (2004) <i>The eLISA Project: An LEA-University Partnership in e-learning: Greenwich City Learning Centres, Excellence in Cities and the University of Greenwich</i>, Conference Presentation, <i>e-learning@Greenwich: Learning from One Another</i> Conference. • Jameson, Jill; Walker, Simon; Ryan, Malcolm; Noble, Howard. (2004) Developments in Collaborative e-Learning Models for a New Centre for Excellence in Teaching and Training in e-Learning in Greenwich and Oxford, <i>ED-MEDIA 2004 World Conference on Educational Multimedia, Hypermedia & Telecommunications</i>, Lugano, Switzerland.
<p>Dr Gill Ferrell Director JISC infoNet</p>	<p>Dr Gill Ferrell</p> <p>Gill Ferrell, PhD (University of Durham), MA (University of Northumbria), BA (University of Durham). Currently Director of JISC infoNet which aims to be the UK's leading advisory service for managers in the post-compulsory education sector promoting the effective strategic planning, implementation and management of information and learning technology to support learning, teaching, research and business processes. The service is noted in the HEFCE e-learning Strategy as a key player in encouraging co-ordinated strategic management approaches to development of e-learning and has worked with the Scottish Funding Council (SFC) to support the implementation of its e-learning strategy. Gill is Director of the HEFCE Leadership, Governance and Management Programme CAMEL project (Collaborative Approaches to the Management of e-Learning) and has led a number of other collaborative projects.</p> <p>Gill has presented papers on aspects of e-learning at a number of major conferences including: Association for Learning Technology (ALT-C 2005), European Universities Information Systems International Conference (EUNIS 2005) and HEFCE Leadership, Governance and Management Conference (HEFCE LGM 2005). She has also been an invited keynote speaker at many national events including: Universities and Colleges Information Systems Association Management Conference (UCISA 2005), UCISA Corporate Information Systems Group Annual Conference (2003 & 2004) Higher Education Wales Information Technology) Colloquium Annual Conference (HEWIT 2005), Irish Universities Information Systems Colloquium Annual Conference (IUISC 2005), HEFCE Good Management Practice Conference (2003) and has chaired two national conferences organised in collaboration with ALT and UCISA.</p> <p>Gill is the author of a number of online resources in the JISC infoNet 'infoKit' series and her recent publications related to e-learning include:</p> <p>Ferrell G. (ed) 2005 <i>Making Lifelong Learning a reality</i> JISC infoNet ISBN 1-86135-3340 Ferrell G. & Kelly J. 2005 Integration to support Lifelong Learning, <i>European Universities Information Systems 11th International Conference Proceedings</i> Ferrell G. & Kelly J. 2005 Effective Management of Virtual Learning Environments <i>European Universities Information Systems 11th International Conference Proceedings</i> Ferrell G. (ed) 2004 <i>When Worlds Collide: changing cultures in 21st century education</i>. A JISC infoNet publication for HEFCE ISBN 1-86135-324-3</p>
<p>Rhonda Riachi Director of the Association for Learning Technology (ALT), CAMEL Project Manager, ALT</p>	<p>Rhonda Riachi</p> <p>Rhonda Riachi is the Director of ALT, the Association for Learning Technology. A graduate in Modern Foreign Languages from the University of Oxford, Rhonda joined ALT as its first employee in 1993, taking on the role of Programmes Manager. Before joining ALT she worked in publishing and marketing. In 1998 she was promoted to the post of Director of ALT. Rhonda's work concentrates on marketing, publications, and events, and in particular on ALT-C, ALT's annual international conference on learning technologies. Rhonda has led ALT's work in the JISC infoNet CAMEL 2005-06 project and is an ALT representative member and lead partner in the JISC eLIDA CAMEL.</p>
<p>Simon Walker,</p>	<p>MA (Electronic arts), BA (hons) (1st class), PGCE (PCET) Promoted to Principal Lecturer through teaching excellence in 1992. Programme co-leader for the Certificate in e-</p>

<p>Principal Lecturer, School of Education and Training, University of Greenwich</p> <p>Deputy Director of eLISA DeL Project</p>	<p>learning, Teaching and Training. Pathway co-leader BSc Education & Training (e-learning), MA Education & Training (e-learning). PhD supervisor.</p> <p>Deputy project leader for the JISC DEL eLisa project (2005-6). Member of HEFCE FDTL Associate Online Project (2005-6). Member of HEFCE CAMEL project (2005-6). Project member of the CEDEFOP eTTNET collaborative learning project with L'Universite Dauphine, Paris. (2004-5). Project leader for the <i>Mentor in Cyberspace</i> funded project (1997-1999). Co-organiser of the annual eLearning@Greenwich/conference (2003-2006) and forthcoming JISC DEL regional conference <i>Lifelong Learning for all: e-learning from concept to practice</i>.</p> <p>Simon has presented papers on a range of aspects of e-learning from Educational Multimedia to Learning Design at: eLearn: World conference on E-Learning in Corporate, Government, Healthcare and Higher Education, Vancouver, Canada (2005), the Learning Teacher Network, Prague (2005), NATFHE e-learning conference (2004), FERL conference (2003), eLearn Accredited International online conference on e-learning standards (2003), Second European Conference on Information Technology in Education and Citizenship, Barcelona, Spain (2002), First Annual UK & USA conference of Scholarship of Teaching and Learning, Kensington, London (2001) Association of Learning Technology (ALT-C)(1999) (Bristol University), the Association for the Advancement of Computing in Education (AACE) in Seattle, USA (1999), Montreal, Canada (2000), Hawaii, USA (2003), Lugano, Switzerland (2004) and Vancouver, Canada (2005). He is a member of the AACE International EdMedia Programme Committee.</p> <p>He has been a keynote speaker at the European Centre for the Development of Vocational Training (CEDEFOP) Rome, Italy (1999) and the HEA OSS – <i>VLE's the Next Generation</i> conference in York, UK (2005). He is a consultant to and e-learning projects manager for the Learning Enhancement, Access and Partnership (LEAP) Office at the University of Greenwich and has acted as consultant to Workers Educational Association, Kent Institute of Art & Design (KIAD) and Kent New Technology Institute (KNTI). He has recently been awarded an Emerald fund grant to develop a proof of concept.</p> <p>Simon's publications in 2005-6 feature in :</p> <ul style="list-style-type: none"> • Persson, M (ed) 2005 Learning for the Future. <i>Towards Learning design for the Information Age</i>, ISBN 91-975204-2-X • Jameson, J, Walker, S. (2005) <i>Writing in LAMS with Moodle for eLISA: An e-Learning Partnership in Greenwich, Oxford and Kent</i>. • (Forthcoming) Jones, C, Allan, S, Walker, S; (2006) <i>Journal of Architectural Engineering & Design Management</i>. Earthscan, James and James.
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f). Supporting Letter(s):

A copy of the letter(s) of support from a senior representative of the institution and any project partners. The supporting letter(s) will not count towards the page limit.



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Fax 00 44 (0) 191 243 8469
Email jiscinfonet@northumbria.ac.uk
www.jiscinfonet.ac.uk

To Whom It May Concern,

This is to confirm the support of JISC infoNet for the ECCO bid under the JISC Capital Programme.

The project will take forward a number of successful JISC funded initiatives and ties in well with specific aims outlined in JISC infoNet's strategic plan to embed the CAMEL model of collaboration in other networks throughout the sector and to encourage the use of collaboration tools in professional networks. I thereby commend this bid to you as one that supports the overall aims of the JISC Development programme and which has the capacity to deliver outputs of value to the wider community.

Yours sincerely

A handwritten signature in black ink that reads 'G. Ferrell'.

Dr Gill Ferrell
Director



23 February 2006

Dr Jill Jameson
Director of Research, School of Education and Training
The University of Greenwich
School of Education and Training
Mansion House
Bexley Road
Eltham
Greenwich
London SE9 2PQ

To whom it may concern

This is to confirm that ALT is keen to participate with JISCfonet in The University of Greenwich's bid to JISC for the "eLIDA CAMEL Learning Design Project", under the Circular 1/06 Design for Learning Programme in the manner outlined in the bid.

Yours sincerely,

Seb Schmoller
Executive Secretary

Registered Charity No: 1063519

*Central Executive Committee: Paul Bacsich, Gayle Calverley, John Cook, Linda Creanor,
Jay Dempster, Cathy Ellis, Tom Franklin, Dawn Leeder, Barbara Newland, John Phelps,
Jane Seale, John Slater*

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Date: Wed, 21 Jun 2006 14:33:09 +0100
From: [Seb Schmoller <sschmoller@brookes.ac.uk>](mailto:sschmoller@brookes.ac.uk)
To: [Jill Jameson <j.jameson@gre.ac.uk>](mailto:j.jameson@gre.ac.uk)
Subject: JISC capital programme "e-learning collaboratory"

[By email and signed fax]

21/6/2006

To whom it may concern

This is to confirm that the Association for Learning Technology (ALT) is party to and supportive of the Greenwich University "e-learning collaboratory" bid for funding under the JISC Capital Programme.

If the bid is successful we look forward to playing a full and active part in the project as summarised in the bid (subject to any subsequent modifications subsequently agreed with JISC and the project partners during the project initiation period).

Yours sincerely,

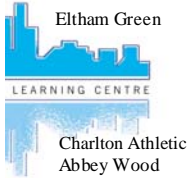
Seb Schmoller

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Seb Schmoller, Executive Secretary
Association for Learning Technology

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<http://www.alt.ac.uk/>
ALT Conference, 5-7 September 2006, <http://www.alt.ac.uk/altc2006/>

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email response policy: <http://www.alt.ac.uk/contact.html#Email>
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Greenwich City Learning Centres

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@ Abbey Wood: Eynsham Bridge, Eynsham Drive, London SE2 9AJ
@ Charlton Athletic: The Valley, Floyd Road, Charlton, London SE7 8BL

tel: 020 8859 3829 **fax:** 020 8859 3842

email: clcscheme.icteam.greenwich@lgfl.net

internet: <http://clcscheme.icteam.greenwich.lgfl.net>

21 June 2006

Dear Jill

The e-Learning Collaboratory Project

I am writing to confirm our commitment to work in partnership with the University of Greenwich on the above project.

I am confident that by working with your team in this project we can enhance the effective working relationships we have already developed though joint working on previous projects.

Yours sincerely

A handwritten signature in black ink that reads "Philip Noakes".

Philip Noakes
CLC Scheme Manager, Secondary Inspector for ICT
LB Greenwich



**Greenwich
Community
College**

from the Principal's office

Principal: Geoff Pine • Plumstead Centre • 95 Plumstead Road • London • SE18 7DQ
Telephone 020 8488 4809 • Fax 020 8488 4834 • e-mail geoffp@gcc.ac.uk • www.gcc.ac.uk
Dr Simon Walker
Principal Lecturer in Education, School of Education and Training
Department of Education Leadership and Development
Room 153 Queen Mary
University of Greenwich, Maritime Greenwich Campus
Old Royal Naval College
Greenwich
SE10 9LS

22 February 2006

Dear Simon

Expression of Interest: Collaboration with the University of Greenwich on JISC Design for Learning Programme: Implementing and evaluating learning design tools.

As you know, Greenwich Community College is a partner in the current eLISA project. This has involved selected staff evaluating the use of study skills e-learning tools within our *Leo* / Moodle learning environment with our students as well as enabling us to begin populating our own *Leo* learning platform with teaching and learning interactive study skills materials.

The current project has been a most effective way to innovate and bring about changes in the way we use e-learning at GCC.

Given the reported successes of this project so far, we are enthusiastic about the possibility of being a further case study for the implementation and embedding of learning design tools and look forward to this opportunity for further development.

Yours sincerely


Geoff Pine
Principal, Greenwich Community College

cc. John Hwael Williams. Director of LR &ILT

- Beetham H (2004) *Review: developing eLearning Models for the JISC Practitioner Communities*, Bristol: JISC
- Beetham H (2004) *The eLearning and Pedagogy Programme: first consultation responses* Bristol: JISC
- Beetham H (2004) *Draft schema for describing instances of elearning practice* Bristol: JISC
- Beetham H (2004) *Integrated mapping tables for describing elearning practice* Bristol: JISC
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