

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>		<b>JISC Capital Programme</b>	
<b>Name of Capital Programme:</b> Users and Innovation			
<b>Next Generation Technologies and Practice Phase 2</b> Please tick ONE BOX ONLY, as appropriate			
		<input checked="" type="checkbox"/> a) Small-scale pilots	
		<input type="checkbox"/> b) Large-scale institutional demonstrators	
<b>Name of Lead Institution:</b> Manchester Metropolitan University			
<b>Name of Proposed Project:</b>		Alternate Reality Games for Orientation, Socialisation and Induction (ARGOSI)	
<b>Name(s) of Project Partner(s):</b>		University of Bolton	
<b>Full Contact Details for Primary Contact:</b>			
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<b>Length of Project:</b> 1 year			
<b>Project Start Date:</b> April 2008		<b>Project End Date:</b> March 2007	
<b>Total Funding Requested from JISC:</b> £50,000			
<b>Funding Broken Down over Financial Years (Apr–Mar):</b>			
<b>Apr07 – Mar08</b>		<b>Apr08 – Mar09</b>	
		£50,000	
<b>Total Institutional Contributions:</b> £3,100			
<b>Outline Project Description</b>			
<p>The ARGOSI project will use an Alternate Reality Game (ARG) to support the student induction process, and aims to provide an engaging and purposeful alternative to traditional methods of introducing students to university life.</p> <p>An Alternate Reality Game consists of three elements: a series of challenges, an underlying narrative, and a collaborative community. While all three elements will be facilitated online, many challenges take place in the real world, and may be collaborative or individual. The ongoing story provides coherence to the challenges, and the collaborative community provides a forum for students to share information, provide hints for each other and work together. In this pilot the focus will be a single area of induction: library and information skills.</p>			
<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>		<b>YES ✓</b>	<b>NO</b>
<b>I have read the Circular &amp; associated Terms &amp; Conditions of Grant at Appendix B (Tick Box)</b>		<b>YES ✓</b>	<b>NO</b>

## 1. Project overview and fit to JISC programme objectives

### 1.1 Project summary

The ARGOSI project will use an Alternate Reality Game (ARG) to support the student induction process. This small-scale pilot is a collaboration between Manchester Metropolitan University and the University of Bolton, and aims to provide an engaging and purposeful alternative to traditional methods of introducing students to university life. Full details of project plan and team are in sections 2.8 and 2.9.

An Alternate Reality Game consists of three elements: a series of challenges, an underlying narrative, and a collaborative community. While all three elements will be facilitated online, many challenges take place in the real world, and may be collaborative or individual. The ongoing story provides coherence to the challenges, and the collaborative community provides a forum for students to share information, provide hints for each other and work together. In this pilot the focus will be a single area of induction: library and information skills.

### 1.2 Research objectives

The ARGOSI project aims to address four research objectives. These consider the issue of whether an Alternate Reality Game is an effective and appropriate medium for enabling students to:

1. meet the intended learning outcomes of the library and information skills induction;
2. create social networks during the induction period;
3. improve their confidence in navigating the city and university campus;
4. engage in, and enjoy, the induction experience.

The evaluation strategy for examining the degree to which these objectives have been achieved is described in Section 3.4.

### 1.3 Relevance of research

Student retention is a key issue in Higher Education at the present time, and the quality of the induction process has been identified as a factor that can affect retention (e.g. Tomkinson et al, 2002; Yamnikar, 2006). Current models of induction do not always meet student needs, in particular, the increasing diversity of the student population, in terms of age, culture and religion, is not necessarily reflected in induction period activities. Induction activities are usually carried out at the start of term, when students are already overwhelmed with a new environment and new people. This is a time when they may find it difficult to engage in dry induction activities or to subsequently retain and apply the information and skills, and induction may be more appropriate and useful to students when it lasts for a number of weeks (Billing, 1997). It is important that induction activities provide students with the opportunity to meet other students and build social networks rather than simply providing information (Trotter & Roberts, 2006).

Student retention is an important issue for both institutions involved in this project, and is highlighted in the strategic plans of both Manchester Metropolitan University and the University of Bolton. The first strategic goal of MMU is 'to enhance the quality of the experience, increase the satisfaction and improve the retention of students' (MMU Strategic Plan 2003–2010, p 7) while retention is also one of the key priorities at the University of Bolton (University of Bolton Strategy Plan 2006–2012, p 13).

Game-base learning has the potential to be used effectively in education to improve engagement when used appropriately and purposefully. However, issues of cost-effectiveness and accessibility must be taken into account and can limit this potential (Whitton, 2007). Alternate Reality Games offer a low-fidelity solution, using established web technologies to create cost-effective and accessible content, with an ongoing narrative and visual theme to link the challenges into a coherent game. The success of ARGs for entertainment (see, for example, [www.perplexcity.com](http://www.perplexcity.com)) provides evidence of their potential to engage. Alternate Reality Games offer a real solution to the issues of game development for learning in Higher Education and there is already some evidence of the potential effectiveness of this model. A similar pilot scheme at the University of Brighton concluded that the ARG 'provides an interesting alternative to existing mechanisms for introducing students to certain types on information or services. This format does not appeal to all students, but is very effective for those that like it.' (Piatt, 2007, p 2).

### 1.4 Outcomes and benefits of the project

The ARGOSI project aims to address the desired outcomes from this stage of the Users and Innovation development model.

1. It will provide an integrated gaming environment, drawing together appropriate and relevant online tools (e.g. blogs, wikis, community-building software) to address identified user needs associated with the induction process (see Section 3.2). The software will be designed to be non-university-

specific and a small-scale pilot will take place at two institutions in Manchester and will be made available alongside the traditional library induction.

2. It will provide an enhanced induction programme, providing students the opportunity to participate in an alternative model of learning during induction, and for a longer period at the start of the year.
3. The technical aspects of the process model – how the services are coordinated to create the game environment – will contribute to the e-Framework and the semantic wiki as a Service Usage Model (SUM).
4. Student involvement at all stages, and in particular student representation on the development team, aims to ensure that the user voice is heard throughout the project. The model of rapid iterative prototyping, testing with users, refining and testing supports the user-centred development of the software.
5. A key output from the project will be a process model for the development of educational games of this nature, which can be shared with the community at large. In addition, the project will engage in collaborative activities with other projects in the JISC community and disseminate the project findings as widely as possible (see Section 3.5).

### 1.5 Exploration of emergent technologies

The ARGOSI project aims to take advantage of recent innovations in online software, in particular the use of a range Web 2.0 technologies with online communities and user-generated content, to support the game environment, provide context for the story and enable users to discover the potential of these environments. In particular, the project aims to employ:

1. the web as a platform, with all content and tools being made available online;
2. things that think, integrating a full range of devices and interaction methods, particularly those that are commonplace with the user group, including mobile phones, cameras, and other mobile devices;
3. an architecture of participation, with users on the development team, and mechanisms for collaboration and feedback (e.g. challenge difficulty) embedded within the environment;
4. data consumption and remixing from other sources, making particular use of Google Maps as an orientation tool for users to navigate through the story and familiarise themselves with the locations of the challenges and link to the user-generated content (e.g. photographs of successful challenges);
5. a rich, interactive, user-friendly interface, which will be developed through extensive usability testing with the target user group at all stages of the development cycle;
6. elements of social networking, which will be provided through an interactive site in which students can share information and work on challenges collaboratively.

### 1.6 Value to the JISC community

The ARGOSI project will provide value to the wider JISC community in a number of ways: though the development of a learning environment for library skills, which will encourage student use of a number of relevant JISC services (e.g. ATHENS, Copac, Zetoc); sharing of the development process; enhanced capacity and management of risk. The ARG environment will be Manchester-based but not university-specific and will be freely available to be extended and modified to other institutions who wish to use it. In addition, the project will document the development process and design methodology and this will also be made freely available to the community. The project will enhance capacity, as the individuals involved in the project will gain skills and understanding, and disseminating the assessment of the effectiveness of the research objectives will provide new knowledge to the community. In addition, the pilot will support institutional management of risk and help other institutions evaluate whether a project of this nature is a viable risk for them. It is planned to work in an open and collegial manner, within the project itself and in relation to other projects, and to disseminate widely from the project.

## 2. Proposal & Workplan

- 2.1 The ARGOSI project will produce and run an alternate reality game, piloted with students in Manchester during the 2008 induction period, and conduct an evaluation of the impact of the game against four research objectives (see Section 1.2). The game uses a *narrative*, realised by *character blogs* (weblogs written in character), linked to a set of *challenges* that are completed by the players, which aim to fulfil the induction learning objectives of the library skills curriculum, socialisation, and orientation.
- 2.2 The project has four main deliverables: (1) the game environment; (2) the game content; (3) the documentation of the design process used to develop the game environment and content; (4) research undertaken into the effectiveness of the ARG for learning.

- 2.3 The overall focus of the technical effort is to reuse and integrate, wherever possible, existing Web 2.0 services and Open Source software and to orchestrate these diverse tools and services to suit the purposes of the game, rather than to develop a game environment from scratch.
- 2.4 One of the common issues in induction is the lack of availability of official login information in a timely manner; we will therefore not attempt integration with the MMU or University of Bolton MIS systems, but instead adopt a lightweight self-registration combined with same-sign-on (not single-sign-on) approach. Depending on its suitability, this may be combined with an initial registration key sent out to the pilot group to restrict access to the game environment.
- 2.5 Game Environment

Producing the game environment requires the connecting together of a number of components (Figure 1):

1. A **story site** that acts as an introduction to the game. The story site links to *character blogs* for the main characters in the game story. These are put in place in external sites, such as Blogger, EduSpaces and LiveJournal. This is partly for heightened reality within the game, partly for convenience, and partly to increase participants' familiarity with a wider range of external services. Microsites may also be developed for in-game concepts, organisations, or to support specific *challenges*.
2. A **challenges site** that provides participants with access to *challenges*, the current scoreboard, and to enter answers for challenges, including uploading photos evidencing achievement of live (real-world) tasks, which will be used to also update a map of Manchester to show where *challenges* have been completed. This site will be constructed using Ruby on Rails, a rapid development environment well suited to rich web applications, with good support for automated testing.
3. A **community site** that offers personal profiles and community forums to support participants' discussion of the *challenges* and *story*. This will use an existing community toolkit (Elgg) with minor customisations.

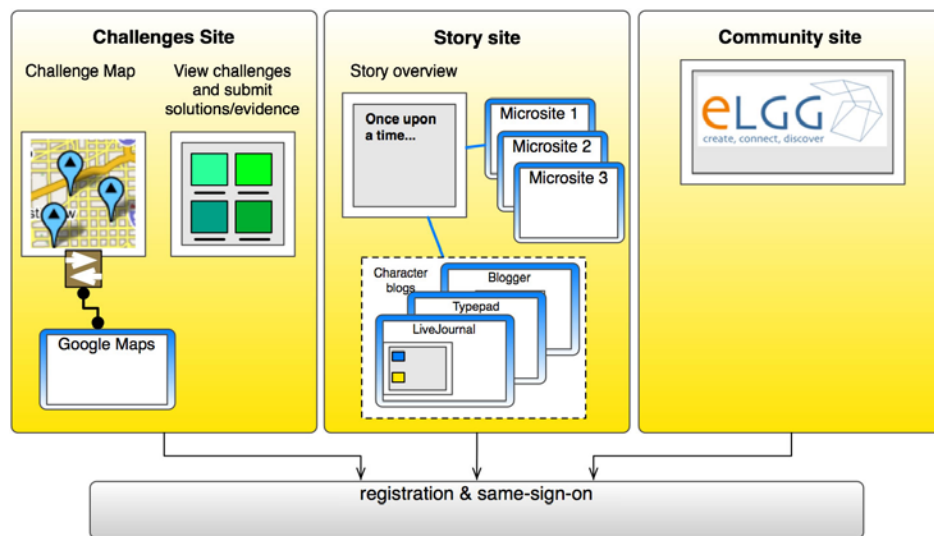


Figure 1. Overview of game environment

The environment will also provide links to basic contact details and background for the pilot project itself, and information on the pedagogic design and purpose of the environment, so that challenges can be explicitly associated with learning outcomes for those students who do not find games motivational unless clearly purposeful and linked to learning (Whitton, 2007). Integrating these two views of the environment to transparently cater for two sets of user needs will be one of the significant challenges for the project.

## 2.6 Game Content

The content of the game consists of:

1. The **game story**, expressed partially within a story overview, but mostly revealed gradually throughout the game via blogs written from the perspective of each game character.
2. A set of discrete **challenges** related to the narrative and also the learning outcomes. Some *challenges* may be solvable purely online and some 'live', some may be solved individually and some will require collaboration.

3. **User-created game content** including the forum posts made about the story and challenges; artefacts, such as photographs, audio and video files, uploaded by players as evidence of completing real-world challenges; and other community-created content developed to make sense of the unfolding game narrative.

2.7 The story, community and challenges flow together in a cyclic process (Figure 2.)

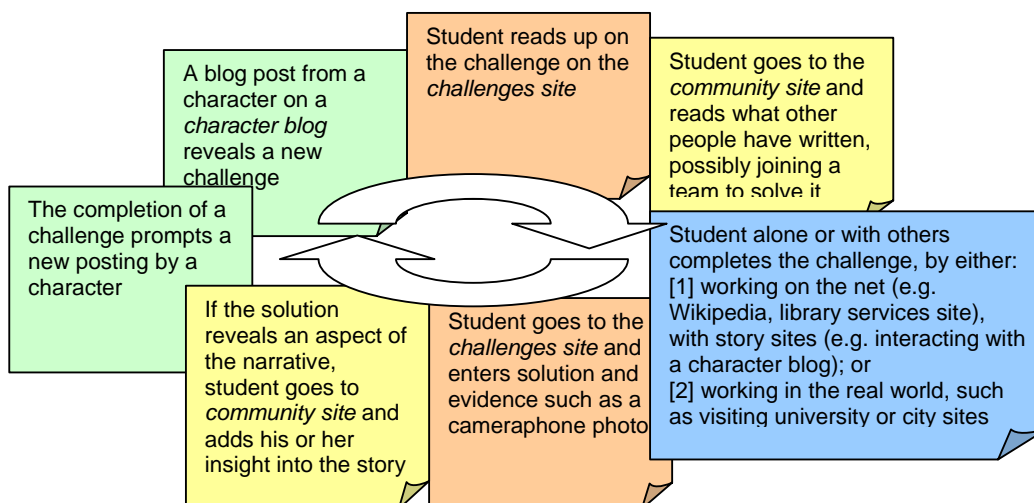


Figure 2. Game flow

## 2.8 Project plan

The ARGOSI project will run for a year, from April 2008 to March 2009. It will carry out activities from the UIDM Phases 2 and 3 during this period, split into nine work packages.

	WP	Timescale		Resp.
UIDM Phase 2 Activities	1	04/08–06/08	<b>Concept Development:</b> Construct storyboard, characters, and initial challenges as prototypes for paper pilots tested with project team, including student advisers.	MMU
	2	06/08–07/08	<b>Building:</b> Development of the finalised set of initial challenges; finalise storyline and characters; create character blogs; develop the challenges site; develop story site.	MMU
	3	07/08–08/08	<b>Testing:</b> Unit and functional testing of challenges site; accessibility and W3C conformance testing of challenges site and story sites; usability testing of sites using expert analysis and cognitive walkthroughs.	UoB
UIDM Phase 3 Activities	4	08/08–09/08	<b>Integration &amp; Analysis:</b> Install challenge site, story site, and community site on production server; link with live character blogs; conduct link checking; configure and test access management; verify visual coherence of sites; analyse integrated solution against initial needs.	UoB
	5	09/08–11/08	<b>Implementation:</b> Invite users into the site; manage and facilitate the live game environment; monitor feedback from users and rectify problems.	MMU
	6	10/08–02/09	<b>Evaluation:</b> Assess all research objectives; research methods will include expert review, focus groups, interviews, online video, post-experiential surveys, and social network analysis.	MMU
	7	04/08–03/09	<b>Documentation:</b> Writing-up of activities and documentation throughout the project, report writing, writing of research findings.	MMU
	8	02/09 onwards	<b>Dissemination:</b> Conference presentations; journal paper; end of project workshop; JISC programme meeting; assessment of sustainability options.	UoB
	9	04/07–03/08	<b>Project Management:</b> Partner liaison; reporting; main project contact.	MMU

## 2.9 Project Team

The project will be managed by Dr Nicola Whitton, a Research Fellow in the Institute of Education at Manchester Metropolitan University; she will be responsible for overseeing the design of the environment and ensuring that the learning outcomes are met and for managing the evaluation. Technical expertise will be provided by Scott Wilson, Assistant Director of the JISC-CETIS service, who will have responsibility for the technical implementation of the components of the ARG environment, ensuring appropriate standards are met, usability analysis and testing. Nicola and Scott will both contribute the equivalent of 0.2 FTE during the project.

The project will also draw on the expertise of a number of specialists:

- David White, Oxford University, will provide expertise on the construction of digital narratives;
- Rosie Jones, Manchester Metropolitan University, will provide expertise on the design and implementation of student induction, particularly in the area of library and information skills;
- Peter Whitton, Manchester University, will provide graphic design expertise to ensure a professional, consistent and integrated look to the components of the ARG;
- Adrian Stevenson, Manchester University, will act as project facilitator and reviewer;
- Dr Katie Piatt, Brighton University, who has been using a similar game with her students for a year; the project intends to draw upon her experience and lessons learned;
- It is also hoped to recruit 2–4 student volunteers to be members of the project team.

A more detailed description of the previous experience of the members of the project team is available in Section 5.

## 2.10 Project Management

To maximise productivity in a tight timescale, and ensure an effective working relationship between the members of the project team, the ARGOSI project will be organised into ‘sprints’ involving blocks of contiguous staff time; this will reduce effort lost due to task friction. The design of the ARG environment and challenges will be carried out at two two-day meetings held in Manchester at which all members of the project team will be present, and will also aim to engender an ethos of friendship, openness, sharing and collegiality among team members. Project staff will keep in touch informally via Skype and email, and via regular virtual minuted meetings organised by the Project Manager.

In addition to the time of the two principal partners, staff time is committed by personnel from other institutions on a per-day basis, and this will be committed in advance as part of scheduled project activities to maximise value. The project also makes use of student time in both development and testing phases, and this is managed and reimbursed using honoraria issued from MMU. Project documents, both deliverables and internal documents, will be managed using a Subversion document repository hosted by the University of Bolton. In addition to the Project Manager, the project will use the services of Adrian Stevenson as Project Facilitator, with a remit to assist the rest of the project team, particularly in terms of keeping its focus and producing high quality outputs.

## 2.11 Documentation

The project will make available, under a Creative Commons Attribution license, the documents created by the project team during the design and development process, including the storyboards, mockups, prototypes, and technical specification documents, as well as documentation relating to the management of the process. The intent is to allow subsequent projects or pilots in other institutions to build upon the approach used in the project.

## 2.12 Intellectual Property Rights & Open Source

All documents and media shall be made available under a Creative Commons Attribution license. All source code shall be made available under a MIT-style license.

## 2.13 Risks

<b>Risk</b>	<b>P</b>	<b>S</b>	<b>Score (PxS)</b>	<b>Action to Prevent/Manage Risk</b>
Staffing	2	3	6	There is capacity within both partner institutions that can be reallocated to cover gaps in resourcing.
Organisational	1	3	3	The project team have worked together previously and have excellent working relationships.

Risk	P	S	Score (PxS)	Action to Prevent/Manage Risk
Technical	1	3	3	The environment has been designed to build upon mature technologies understood by the team; where problems arise, UoB have a large technical development team that can be drawn upon to add expertise.
Partners	2	2	4	MMU and UoB have participated in several projects together in the past, and have mature processes for handling any issues.
Low Adoption	3	3	9	It is entirely possible that usage will fail to take-off; in this case we have the options of (1) stopping the pilot and focussing on evaluation of why users did not engage and (2) working with users to identify a change of approach that we can rapidly implement within the pilot cycle.
High Adoption	3	3	9	The pilot may be a victim of its own success; to address this we will consider limiting access to, and exposure of, the pilot. We also retain the option of bringing the narrative to an early conclusion to limit the total game support time.

### 2.13 Sustainability

As a pilot project, sustainability is largely dependent on the results of evaluating the research objectives; if there is clear evidence from the pilot that the use of an ARG has value in the induction process then the project will disseminate this finding and use the pilot as the basis for developing a larger scale demonstrator in the future. It is hoped that the students who participate in development during the pilot would continue to engage in subsequent years, and potentially take over much of the management and development, as well as creating a climate of peer support for new students on the development team.

## 3. Community engagement

### 3.1 User engagement in the development of the proposal

Much of the prior information gathering and analysis for this project, in terms of user involvement, is based upon work carried out previously at Napier University, Edinburgh, where research was conducted in 2004–5 to analyse the student induction process with a view to assessing student needs, supporting retention and providing a flexible online component to student induction (the resource that was subsequently produced is available at <http://www.napier.ac.uk/onlineinduction/>).

This work was carried out by the Online Induction Steering Group, which was comprised of key stakeholders throughout the university, including teaching staff from a range of subject disciplines, support and technical staff, management, members of the Educational Development and Quality departments, and students. This group were involved with bringing together expertise and experience from across the university and brainstorming of ideas within the group, which were then taken forward and tested by individuals and sub-groups of the steering group to create a picture of the users and their requirements. The work of this group also input into the university policy and guidelines on induction (Johnson, Davison & MacLeod, 2005).

In addition, six student interviews were carried out as part of a study into student socialisation needs during induction (Whitton, 2005) and an additional twelve interviews and a survey with 200 students was undertaken as part of a doctoral programme of study (Whitton, 2007), which contributed to the understanding of the requirements of educational games. Library and lecturing staff involved with induction at Manchester Metropolitan University and the University of Bolton were also interviewed to add their personal insights to the development of the user requirements analysis and increase the understanding of student induction needs.

Finally, a range of secondary sources were consulted, drawing on the user experience at a range of institutions, which were input into the user requirements analysis for this project.

### 3.2 Summary of prior analyses

Three analyses were conducted: first a user analysis was carried out to gain a better understanding of the student population and their needs; second, a review of the student task needs from the induction process was carried out, and finally a review of student needs from game-based learning were considered.

#### 1. User analysis

An examination of user characteristics, tasks, knowledge and skills, and context was carried out. The main points are summarised as follows:

- Characteristics – the majority of students undertaking induction are first year full-time, undergraduates in the age range of 18–20 years. There will also be a number of older mature students, as well as a number of part-time and postgraduate students. While many students will be

either living at home or studying close to their home town, a significant proportion will be living away from home for the first time and subject to the range of pressures involved with settling in to a new environment. Students will be male and female, from a range of ethnic, cultural, religious and socio-economic backgrounds. There are also a significant number of students with disabilities, particularly dyslexia but also visual, hearing, mobility and other learning disabilities. Experience and confidence with computers and the online environment will range from highly skilled to none. During induction students find that there is a high degree of uncertainty, disorientation and conflicting pressures, both academic and social, on time.

- Tasks – starting at a new institution in a new city involves three key tasks: orientation to the environment; socialisation with other students; and induction to the academic expectations of the institution, administrative systems and support services that are available. Students are likely to be more motivated in the initial stages of their university career by the pastoral aspects of ‘settling in’ and ‘meeting people’ rather than in the academic aspects.
- Knowledge and skills – users are of an intellectual level to be accepted into university, although a range of ability will be apparent. Students will have the potential to pick up new concepts quickly when they are enthused by them but will have a range of competing demands.
- Context – students typically work and interact with others in a range of locations, on campus, in the library, coffee bars, at home, during lectures and seminars, and on the move (for example, on the bus). Most will use a variety of technologies (e.g. mobile phones, wireless PDAs and laptops, iPods) seamlessly to support a range of learning, social and entertainment activities.

## 2. Student needs from induction

Student requirements from the induction process are broken into three areas: orientation to the city and campus; socialisation and meeting other students; and induction to the services the university offers and the academic aspects of student life. As the ARGOSI project is a pilot it is not possible to cover the full curriculum or academic induction so the induction aspect will focus solely on library and information skills. This area has been selected as it is one in which the project team have expertise, and it is an area that is essential to successful study and yet often little time is spent on during induction.

- Orientation – introduction to the geography of city and campus, locations of key buildings, and navigation of the environment; overview of local culture;
- Socialisation – a forum for meeting others and establishing commonality (leisure activities, subject area, location, etc) in a non-stressful, inclusive environment;
- Induction – library locations and services; registering; types of resource available; catalogues and databases; effective searching; evaluation of information.

## 3. Student needs from game-based learning

It is important that games are used purposefully as part of learning experience and not simply to motivate students, as there is evidence that students, even those who enjoy playing games recreationally, would not be motivated to use games for learning if they were not seen as being an efficient way to learn. To be effective, educational games should:

- support active learning by encouraging exploration, problem-solving, and enquiry;
- engender engagement by providing interactivity and appropriate challenge to stimulate curiosity;
- be appropriate to the curriculum, teaching timetable and method of assessment;
- provide opportunities for reflection and debriefing on learning;
- ensure equitable experiences and creating equal opportunities for participation;
- provide ongoing support with quick initial success and gradual introduction of complexity;
- provide flexible interaction with timely and meaningful feedback and logical and consistent controls;
- support the player community with integrated communication tools and self-regulation;
- have clear and consistent navigation providing overviews and obvious help functions;
- support user control where sequence, pace and level are adjustable and instructions are clear;
- be robust and responsive to a range of inputs and providing for and recovering from errors;
- use appropriate visual design, and be simple, uncluttered and aesthetically pleasing.

### 3.3 Continued engagement model

The ARGOSI project aims to ensure continued engagement in the design, development and evaluation phases by the user community by activity involving users in the process throughout. As well as having user engagement during phase 1, this project will involve users at all subsequent stages to ensure that they have ownership of the project throughout. At the start of the project, students will be recruited to join the project team, and will be paid an honorarium for their contribution. Both Manchester Metropolitan University and the University of Bolton run programmes in computer game design and from initial discussions it is envisaged that it will be relatively straightforward to recruit enthusiastic students from these courses to take part. It is aimed to include a minimum of two student representatives as part of the development team, and it is hoped that these students will play a key role in designing the environment as well as facilitating user testing at various stages throughout the life cycle of the project.

As well as the summative evaluation of the research objectives, described in the following section, formative evaluation activities will take place during work packages 1–5 as follows:

WP	Evaluation methods
1. Concept Development	Brainstorming and discussion. Paper pilots tested with project team, student advisors and other users.
2. Building	Internal review by project team.
3. Testing	Unit and functional testing. Accessibility and W3C conformance testing. Usability testing using expert analysis and cognitive walkthroughs.
4. Integration & Analysis	Expert analysis of integrated solution with respect to user needs.
5. Implementation	Feedback from users on site. Monitoring of usage data.

As well as these defined evaluation activities, the project aims to encourage an ethos of openness, sharing of ideas, collaborative development, and receptiveness to constructive feedback, so that informal iterative evaluation happens as a matter of course during all stages of the project. Ideas will be tested and refined throughout the entire project and there will be no concept of a finished product, but rather the idea of a 'perpetual beta' where all areas are open to change and improvement.

### 3.4 Evaluation of research objectives

A combination of qualitative and quantitative research methods will be used to address the degree to which the research objectives have been met. The four research objectives (see 1.2) shall be evaluated as follows:

RO	Evaluation method
RO1	Expert review mapping of challenges to learning outcomes. Online video statements.
RO2	Social network analysis of community site. Report participation in live challenges. Conduct survey with pilot group. Focus group / student interviews / online video feedback.
RO3	Conduct survey with pilot group. Focus group / student interviews / online video feedback.
RO4	Conduct post-experiential survey of engagement with pilot group and a control group. Conduct survey with pilot group. Focus group / student interviews / online video feedback.

### 3.5 Dissemination

The project team will aim to disseminate the outputs of the project by presenting a paper at the European Conference on Games-Based Learning; publishing a research article in ALT-J and one in the Journal of Learning, Media and Technology; conducting an end-of-project workshop; and participating in JISC programme events and JISC-CETIS SIG meetings as appropriate. The student team members will be encouraged to play an active part in writing up the findings from the project and in dissemination through attendance at conferences and workshops.

#### 4. Budget

<b>Directly Incurred</b>	<b>Apr 08 – Mar 09</b>	<b>TOTAL £</b>
Nicola Whitton, Project Manager, Research 3, 0.2	£ 8,800	£ 8,800
Scott Wilson, Technical Consultant, Senior Lecturer 8, 0.2	£ 7,800	£ 7,800
Rosie Jones, APT&C 8, 10 days	£ 1,700	£ 1,700
Pete Whitton, 15 days consultancy	£ 4,500	£ 4,500
David White, 5 days consultancy	£ 1,500	£ 1,500
Adrian Stevenson, 5 days consultancy	£ 1,500	£ 1,500
Katie Piatt, 2 days consultancy	£ 600	£ 600
Student honoraria payments	£ 2,000	£2,000
<b>Total Directly Incurred Staff (A)</b>	<b>£28,400</b>	<b>£ 28,400</b>
<b>Non-Staff</b>		
		<b>TOTAL £</b>
Travel and expenses	£1,000	£1,000
Hardware/software	£2,000	£2,000
Dissemination	£2,000	£2,000
Evaluation	£0	£0
Other	£500	£500
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£5,500</b>	<b>£ 5,500</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£ 33,900</b>	<b>£ 33,900</b>
<b>Directly Allocated</b>		
		<b>TOTAL £</b>
Staff	£	£
Estates	£ 2,900	£ 2,900
Other	£	£
<b>Directly Allocated Total (D)</b>	<b>£ 2,900</b>	<b>£ 2,900</b>
<b>Indirect Costs (E)</b>	<b>£ 16,300</b>	<b>£ 16,300</b>
<i>MMU FEC-Non-Lab 0.2</i>	<i>£ 8,200</i>	<i>£ 8,200</i>
<i>Bolton FEC TRAC 0.2</i>	<i>£ 8,100</i>	<i>£ 8,100</i>
<b>Total Project Cost (C+D+E)</b>	<b>£ 53,100</b>	<b>£ 53,100</b>
<b>Amount Requested from JISC</b>	<b>£ 50,000</b>	<b>£ 50,000</b>
<b>Institutional Contributions</b>	<b>£ 3,100</b>	<b>£ 3,100</b>
<b>Percentage Contributions over the life of the project</b>	<b>Partners 6%</b>	<b>Total 94%</b>

In addition to staff costs (see section 2.10 for further detail on the areas of expertise of the project team) the budget includes:

- travel and accommodation for Scott Wilson and Nicola Whitton to travel to Brighton to meet with Katie Piatt, and expenses for the whole project team to meet in Manchester on two occasions;
- image editing software, subscriptions to online services, web hosting and server space;
- dissemination costs including attendance for two people at the European conference on Game-Based Learning and costs associated with organising an end-of-project workshop;
- miscellaneous expenses, including stationary.

## 5. The project team

### 5.1 Dr Nicola Whitton

Nicola Whitton is a Research Fellow at Manchester Metropolitan University and has worked in e-learning for ten years, first working as a researcher and teaching Usability and Interface Design, before undertaking a range of development, teaching and research roles. She has recently completed a PhD in computer game-based learning and has worked on several research projects including development of Computer-based Learning in Petroleum Engineering and evaluation of Workplace Health Online for NHS Health Scotland. Nicola's research interests lie in the use of innovative technologies to support learning and engagement.

### 5.2 Scott Wilson

Scott Wilson is Assistant Director of the JISC-CETIS service, responsible for strategic guidance in the areas of e-learning infrastructure and enterprise systems. He has considerable experience in systems architecture, integration, and development both within education and the commercial sector, and contributed to the development of the e-Framework. More recently he has been associated with work on Personal Learning Environments and the use of Web 2.0 services in education. Scott's research interests lie in the use of flexible, distributed technologies to support organisational viability and coordination.

### 5.3 David White

David White has over 10 years experience in the hybrid area between online educational media and academia. He taught 'Interactivity and Narrative' at the University of the West of England for a number of years and has a thorough understanding of the technologies and the shifting culture of the internet and is involved in creating and delivering a range of online distance courses. He has recently been the principle investigator for the JISC-funded SPIRE project that delivered pertinent information on the emergence of Web2.0-type services for higher education. David has been studying 'guild' culture in the Massively Multi-player game 'World of Warcraft' and this year gave a short paper to the Games, Learning and Society conference in the US and to the ALT-C e-learning conference in the UK.

### 5.4 Peter Whitton

Peter Whitton will act as a graphic design consultant to the project. He has been employed as a Learning Technologist since changing career in 2001 and completing a Masters degree in Multimedia Technology. Prior to that, he worked for many years as a designer, specialising in store interiors. He has managed and developed material for numerous online learning projects at Heriot-Watt and the Interactive University in Edinburgh, The University of Manchester and as a freelance consultant. Peter combines skills in graphic and user interface design with an understanding of learning and teaching.

### 5.5 Rosie Jones

Since 2005 Rosie Jones has co-ordinated the planning, design and delivery of Information Literacy training, including Induction, across Manchester Metropolitan University and also has a responsibility for Learning Technologies within the library. She was part of the team which won a national marketing award from the Chartered Institute of Library and Information Professionals (CILIP) for MMU's Library induction welcome campaign. She is also a project team member for MMU's Higher Education Academy Pathfinder programme and its LearnHigher CETL for Information Literacy.

### 5.6 Adrian Stevenson

Adrian Stevenson works for the Learning Technology Services Team at the University of Manchester. He is responsible for investigating and assessing emerging Web and e-learning technologies and is the founder and organiser of the University's e-Learning Technologies Group. His experience is in Web-based systems design and development using HTML, XML and Web Service technologies. Adrian has also worked for MIMAS, a national data centre based at the University of Manchester, on the JISC-funded JORUM project (2002–2005).

### 5.7 Dr Katie Piatt

Katie Piatt will provide expertise to the project based on her experience of using ARGs for induction. She has been working in the field of Learning Technologies for 10 years, with a wealth of experience in development, implementation and evaluation. She recently completed her PhD looking at staff attitudes to learning technologies, and is now focusing her research on methods of engagement. Current projects include investigating the use of Alternate Reality Game formats to provide an alternative to existing mechanisms for introducing new students to University information and services. She has been awarded a fellowship grant from the University of Brighton Centre for Learning and Teaching to develop this work further.

## Appendix A: References

- Billing, D. (1997). Induction of new students to Higher Education. *Innovations in Education and Teaching International*, 34/2, 125–134.
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- Johnson, V., Davidson, D. & MacLeod, L. (2005). AB paper on Principles Underpinning induction. Retrieved 21/9/07 from <http://staff.napier.ac.uk/Services/SSS/Student+Induction/Information+for+Staff/ABpaperonPrinciplesUnderpinninginduction.htm>
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- Schofield, M & Sackville, A. (2005). Student induction – from event to enlightenment. Presented at the 29th Annual Improving University Teaching (IUT) Conference, Duquesne University, Pittsburg, USA.
- Tomkinson, B., Warner, R. & Renfrew, A. (2002). Developing a strategy for student retention. *International Journal of Electrical Engineering Education*, 39/3, 210–218.
- Trotter, E. & Roberts, C. A. (2006). Enhancing the early student experience. *Higher Education Research & Development*, 25/4, 371–386.
- Whitton, N. (2005). Designing effective icebreakers for online community building. In D. Whitlock and S. Wheeler (Eds) *Proceedings of ALT-C 2005: Exploring the Frontiers of E-Learning*. Manchester, 6–8 September.
- Whitton, N. (2007). *An investigation into the potential of collaborative computer games in Higher Education*. PhD Thesis.
- Yamnikar, J. A. (2006). *Increasing Retention Rates of New Students By Improving the Induction Process*. HEA Centre for Education in the Built Environment Case Study. Retrieved 21/9/07 [http://cebe.cf.ac.uk/learning/casestudies/case\\_pdf/JohnAshtonYamnikar.pdf](http://cebe.cf.ac.uk/learning/casestudies/case_pdf/JohnAshtonYamnikar.pdf)

## Appendix B: FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
N/A	N/A	N/A

## Appendix C: Curricula Vitae for team members

### Dr Nicola Whitton

Surname changed to Whitton in July 2005, was previously Beasley.

<b>Address</b>	33 Whitechapel Street Didsbury Manchester M20 6UB	<b>Telephone</b>	07971 539 502 (mobile)
		<b>Email</b>	n.whitton@mmu.ac.uk nicola@whittons.com

### Qualifications

PhD, Napier University (2007)

An investigation into the potential of collaborative computer games in Higher Education

MSc Information Systems with distinction, Napier University (1998)

Pg Cert Teaching and Learning in Higher Education, Napier University (2005)

BA (Hons) Business Management (Class 2:1), University of Newcastle upon Tyne (1994)

### Experience

**Research Fellow**, MMU, Manchester (June 2007–present)

**Senior Lecturer in Learning and Teaching Technology**, MMU, Manchester (Sep 2005–May 2007)

**Academic Development Adviser**, Napier University, Edinburgh (March 2003–August 2005)

**Research Assistant**, Heriot-Watt University, Edinburgh (July 2002–March 2003)

**Simulation Developer**, MultiVerse, Bellshill (Jan 2002–June 2002)

**Active Learning Section Leader**, Heriot-Watt University, Edinburgh (Jan 2001–Jan 2002)

**Online Learning Developer**, Heriot-Watt University, Edinburgh (May 2000–Dec 2000)

**Research Assistant**, Napier University, Edinburgh (Jan 1999–May 2000)

Perviously worked for several years in the not-for-profit sector, with organisations including Oxfam, the Scottish Wildlife Trust and Amnesty International, in management and training roles.

### Selected publications

Whitton, N. & Hynes, N. (2006) Evaluating the Effectiveness of an Online Simulation to Teach Business Skills. *E-Journal of Instructional Science and Technology*. 9/1.

Whitton, N. (2005). Designing effective icebreakers for online community building. In *Research Proceedings of ALT-C 2005*, 6–8 September.

Beasley, N. & Smyth, K. (2004). Expected and Actual Student use of an Online Learning Environment: A Critical Analysis. *The Electronic Journal of E-learning*, 1/2.

Beasley, N., Ford, J. & Tomes, N. (2004). Enabling Postgraduate Learning in the Workplace. In Nicholson, P. (Ed) *Etrain: Training Solutions for Professional Organisations*. New York: Kluwer.

### Other information

Registered Practitioner of the Higher Education Academy.

SEDA-accredited Teacher in Higher Education.

Council member of the Society for the Advancement of Games and Simulations in Education and Training (SAGSET).

Co-editor of research papers for ALT-C 2007–8 and member of the conference executive committee.

## Scott Wilson

Apt 21 MM2, Pickford Street, Manchester M4 5BS  
Scott.Bradley.Wilson@gmail.com  
<http://www.cetis.ac.uk/members/scott>

### EDUCATION

- *Bsc (Hons.) Psychology, 2:1, University of Wales, Bangor (1996)*
- *BTEC Diplomas in Computer Studies & Business Studies, Shipley College (1989, 1990)*

### EMPLOYMENT

- 2006- Senior Researcher, Institute of Educational Cybernetics, University of Bolton
- 2004-2006 Senior Research Fellow, Macquarie eLearning Centre of Excellence, Sydney
- 2002- Assistant Director, JISC-CETIS Service, University of Bolton
- 2001-2002 Technical Journalist, CETIS, University of Wales, Bangor
- 2001-2001 Solution Architect, SmartEstates.com
- 2000-2001 CRM Solution Architect, Bromley Group, Dublin
- 1998-2000 Business Consultant/Pre-Sales Analyst, Bromley Group, Dublin
- 1996-1998 Technical Writer/QA, Harlequin/Xanalis, Manchester

### TECHNICAL SKILLS

UML, XML, RDF, Web Services, Java (inc. J2EE & Eclipse RCP), Ruby, Python, Oracle, MySQL

### RESEARCH PROJECTS

- 2007-2008 Principal Investigator & Project Manager, FeedForward (JISC UK)
- 2007-2009 Project Manager, XCRI Support Project (JISC UK)
- 2005-2006 Senior Researcher, Research Activity Management System (DEST Australia)
- 2005-2009 Researcher, TenCompetence (EU Framework 6 IST)
- 2004-2005 Senior Researcher, Meta-Access Management System (DEST Australia)
- 2005-2006 Senior Researcher, Personal Learning Environments Reference Model (JISC UK)

### SELECTED PUBLICATIONS

Wilson, S., Liber, O., Johnson, M., Beauvoir, P., Sharples, P., and Milligan, C., (2006). Personal Learning Environments: Challenging the Dominant Design of Educational Systems. *Journal of e-Learning and Knowledge Society*, 2007(2), Giunti.

Wilson, S. (2008). "Presence in Social Networks: Ontology, Technology and Policy". In Hatzipanagos, S. and Warburton, S. (eds.), "Social Software and Developing Community Ontologies." (in press)

Wilson, S. (2007). Patterns of Personal Learning Environments. ILE (In press)

Takayama, Y., Ghiglione, E., Wilson, S., & Dalziel, J. (2007). Collaborative Human Activity Concept and Business Process. Proceedings for the 1st International Conference on Business Processes and Service Computing, Leipzig, 2007.

Wilson, S., Griffiths, D., Sharples, P. (2007). Extending IMS Learning Design services using Widgets: Initial findings and proposed architecture. Proceedings of First TenCompetence Workshop on Learning Designs, Barcelona.

Wilson, S. (2007). Preparing for disruption: developing institutional capability for decentralized education technologies. Proceedings of Ed-Media 2007, Vancouver, Canada.

Wilson, S., Kelly, B., Metcalfe, R., (2007). Openness in Higher Education: open source, open standards, open access. Proceedings of the 11th International Conference on Electronic Publishing, Vienna, 2007.

Milligan, C.D., Beauvoir, P., Johnson, M.W., Sharples, P., Wilson, S.B., Liber, O. (2006) Developing a Reference Model to describe the Personal Learning Environment, LNCS 4227, 506-511. Proceedings of the First European Conference on Technology Enhanced Learning, Heraklion, 2006. *Winner of best paper award.*

Wilson, S. (2004). Architectures to support Authoring and Content Management with Learning Design. In Koper, R. and Tattersall, C. (Eds.) "Learning Design: A Handbook on Modelling and Delivering Networked Education and Training" . Springer, Berlin & Heidelberg

Wilson, S. (1998). Modelling and representing data with Watson Pro. Harlequin. *Winner of STC Excellence Award.*

### REFERENCES (More on request)

Professor Oleg Liber, Director, IEC. Email: [o.liber@bolton.ac.uk](mailto:o.liber@bolton.ac.uk). Phone: +44 (0)1248 716843

## **DAVID WHITE**

david.white@conted.ox.ac.uk

### PROFILE

- Digital media consultant, developer and researcher, with excellent management skills.
- Extensive experience of the cross-over areas between academia, teaching, online technologies and elearning.

### CURRENT OCCUPATION

Co-manager of Technology Assisted Lifelong Learning (TALL) University of Oxford.

### GRADUATE / POSTGRADUATE STUDIES

B.A. (Hons) Time Based Media - First Class Honours.

M.A. European Film and Cinema – First Class.

Faculty of Art, Media and Design, University of the West of England, Bristol.

### EXPERIENCE

- Management of production and development teams.
- Lead researcher on a range of academic / technical projects including.
  - 2006-2008 JISC funded Isthmus project: Higher Education elearning and Web2.0
  - 2005-2006 JISC funded SPIRE project: Informal sharing and collaboration online.
- Academic and vocational teaching.
- A range of online production and development skills.

Consultancy, research and development for a wide range of convergent platforms: Immersive Online Environments, Virtual Learning Environments Interactive TV, Broadband / Narrowband Web, CD-ROM.

### PROFESSIONAL POSTS

2005- Senior Development Manager, TALL, University of Oxford

2003-2005 Head of Web Development, TALL, University of Oxford

2002-2003 Technical Production Co-ordinator, BBCi, Bristol.

2001-2003 Senior Lecturer, University of the West of England, Bristol.

1998-2001 Freelance Media Consultant / Developer.

1997-1998 Senior Trainer, MEDIAworks, Bristol.

1996-1997 Digital Media Developer, Cursor Graphics, Bristol.

### TEACHING EXPERIENCE

Senior Lecturer, University of the West of England:

- 'Digital Media' MA
- 'Time Based Media' BA
- 'Film and European Cinema' MA
- 'Sound Production' PGDip

## Peter Whitton

University of Manchester  
School of Materials  
Corrosion and Protection Centre  
P.O. Box 88, Sackville Street  
Manchester M60 1QD

### Education

BA (Hons) Interior and Environmental Design (1987)  
Duncan of Jordanstone, College of Art, Dundee

MSc Multimedia Technology (2007)  
Napier University, Edinburgh

### Employment

**Senior E-Learning Development Officer** (May 2007 – Present)

**The University of Manchester** - School of Materials

- Managing the design, production and coordination of learning and teaching materials for the EPSRC, CTA funded Manchester Materials Masters programme (MMM). The MMM is a portfolio of four MSc courses in Textile Technology, Polymer Material Science and Engineering, Advanced Engineering Materials and Corrosion Control Engineering.

**Director Whittons Ltd** (December 2005 – Present)

- Online learning design consultancy, including design and production of SCORM-compliant online learning materials teaching employment law to SME's for learndirect Scotland, and design of MMUs VLE icon set.

**Development Officer** (May 2006 – May 2007)

**The University of Manchester**, MIMAS

- Managed the ESRC funded Linking International Macro and Micro Data (LIMMD) project producing online learning material for postgraduate students and novice researchers with academics from Universities of Manchester, Oxford, Portsmouth.

**Development Officer** (Oct 2003 – Nov 2005)

**The Interactive University**, Edinburgh

- Project managed several major interactive publishing projects.
- Provided technical support for academic authors and other content providers.
- Ran staff development and student training sessions.
- Produced company marketing materials.

**Development Officer** (May 2000 – Sept 2003)

**Heriot-Watt University**, Learning Technology Centre

- Designed, produced, maintained and evaluated print- and web-based learning materials for the SCHOLAR project.
- Advised on the development and implementation of on-line assessment and support strategies.

**Senior Designer** (Feb 1988 – Feb 1999)

**Havelock Europa PLC**

- Worked on all aspects of the design and project management for blue-chip retail and financial services companies.
- Conducted site surveys of buildings in the UK, Ireland and Kuwait.
- Produced technical and graphic design work for major independent retailers such as Jenners (Edinburgh) and Clerys (Dublin).
- Managed small team of CAD technicians.
- Customer liaison

## Rosemary Jones

Manchester Metropolitan University (MMU) Library  
Aytoun Library, Aytoun Street  
Manchester, M1 3GH  
Tel: 0161 247 3092  
Fax: 0161 247 6816  
Email: r.j.h.jones@mmu.ac.uk

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### Education and Qualifications

Currently studying a Post graduate certificate in Academic Practice (including Educational Multimedia)

2005 Certificate in Library and Information Practice (CLIP) Teaching and Learning Skills – (6 credits at level 3 (comparable to NVQ3, A Level and AS Level)

2003 Post graduate diploma Information and Library Management

2001 BA (Hons) English Studies

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### Membership of professional associations

Membership of the Chartered Institute of Library and Information Professionals (CILIP)

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### Employment

April 2007 to date	MMU Deputy Library Services Manager (Business School) Matrix duty for Information Literacy programme across the University
April 2004 – March 2007	MMU Senior Assistant Librarian – Learning Technologies
March 2003 – June 2004	Kostoris Library, Christie Hospital, Manchester Electronic Resources Project Team Librarian
May 2003 – April 2004	MMU Assistant Librarian
Sept 2001 – Sept 2002	MMU Graduate Trainee Library Assistant

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### Selected publications

Jones, R., Peters, K., and Shields, E. (2007) Transform your training: practical approaches to interactive information literacy teaching. *Journal of Information Literacy*, 1 (1), pp.31-34.

Donnelly, K., Jones, R., Matthews, D., and Peters, K. (2006) Blended learning in action: the InfoSkills programme at Manchester Metropolitan University's Library Service. *New Review of Academic Librarianship*, 12 (1), pp.47-57.

Jones, R., Matthews, D., and Peters, K. (2006) InfoSkills: training for independent learning. *Learning and Teaching in Action (MMU internal journal)*, 6 (1).

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### Relevant experience

- Part of LILAC (The Librarians Information Literacy Annual Conference) organisation committee
- Member of the review panel for the Journal of Information Literacy
- Project team member for MMU's Higher Education Academy Pathfinder programme
- Team member for MMU's LearnHigher CETL for Information Literacy

# Adrian Stevenson

Senior Technical Officer at the University of Manchester

Email: adrian.stevenson@manchester.ac.uk

Tel: +44 161 306 3109

## Experience

### **Senior Technical Officer at University of Manchester**

May 2005 -Present

I work for the Learning Technology Services team. I am responsible for investigating and assessing emerging web and e-learning technologies. My role involves the specification, development and implementation of learning technologies to agreed customer requirements. I am the founder and organiser of the University's e-Learning Technologies Group.

### **Technical Coordinator at JORUM**

March 2002 -May 2005

I worked for MIMAS, a national data centre based at the University of Manchester, on the JISC-funded JORUM project. My role was coordinating the technical development of the JORUM software.

### **Web Developer / Designer at Leeds Metropolitan University**

February 2001 -March 2002

Development of web sites, web enabled database applications and various web design activities.

### **Web Editor at Kings College London**

November 1999 -November 2000

Maintenance and development of the King's College website. Co-organiser of the 'Professional Web Management' conference at King's College London, 4th May 2000.

### **Archivist Assistant at Royal Institute of British Architects**

1996 -November 1999

Editing lists of architects' papers for published catalogues.

### **Guitar Player, Studio and Live Sound Engineer (Self-Employed)**

1988 -present

## Education

### **University of Warwick**

MA, Continental Philosophy, 1991 -1993

### **University of Warwick**

Bsc (Hons), Economics, 1985 -1988

## Appendix D: Letters of support

Student and Academic Services

Research, Enterprise and Development

25/09/  
14 June 2007



Manchester  
Metropolitan  
University

JISC Executive  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD

Dear Sir or Madam,

**Re: JISC Capital Programme**  
**Bid for the Users and Innovation call**

The Manchester Metropolitan University confirms its support for the proposal made by Dr Nicola Whitton for the above tender. All necessary resources will be made available for the project should this application be successful.

St Augustine's  
Lower Chatham Street  
Manchester  
M15 6BY  
United Kingdom

Telephone  
+44 (0)161-247

Fax  
+44 (0)161-247 6823

E-mail  
@mmu.ac.uk

Website  
[www.mmu.ac.uk/sas](http://www.mmu.ac.uk/sas)

Yours sincerely,

Professor Barry S Plumb  
[b.s.plumb@mmu.ac.uk](mailto:b.s.plumb@mmu.ac.uk)



Manchester Metropolitan University

University exchange: +44 (0)161-247 2000 Minicom: +44 (0)161-247 6520 Website: [www.mmu.ac.uk](http://www.mmu.ac.uk)

Our ref: PM/SLS

28 September 2007



JISC  
JISC Executive  
University of Bristol  
2<sup>nd</sup> Floor, Beacon House  
Queens Road  
Bristol  
BS8 1QU

To Whom It May Concern:

**Alternate Reality Games for Orientation, Socialisation and Induction (ARGOSI)**

I am writing to confirm the University's support for the above project led by Manchester Metropolitan University with the University of Bolton as a partner. The University of Bolton has a Retention Strategy in which one of the key aims is to use social networking technology to supplement and enhance face to face tutor-student interaction and student group identity. These are key issues for all modern universities with significant widening participation and flexible learning commitments.

We therefore hope the project will receive JISC support and enable both institutions to develop their ambitious student support and retention strategies.

Yours sincerely

A handwritten signature in cursive script that reads "Peter Marsh".

Dr Peter Marsh  
Deputy Vice Chancellor

**University of Bolton**  
Deane Road  
Bolton  
BL3 5AB

Telephone:  
**+44 (0)1204 900600**  
Fax:  
**+44 (0)1204 399074**  
Website:  
[www.bolton.ac.uk](http://www.bolton.ac.uk)

Vice Chancellor: Dr G.E. Holmes

Direct Telephone: **01204 903006**  
Direct Fax: **01204 521920**  
E-Mail: [P.Marsh@bolton.ac.uk](mailto:P.Marsh@bolton.ac.uk)

