

Cover Sheet for Proposals
(All sections must be completed)

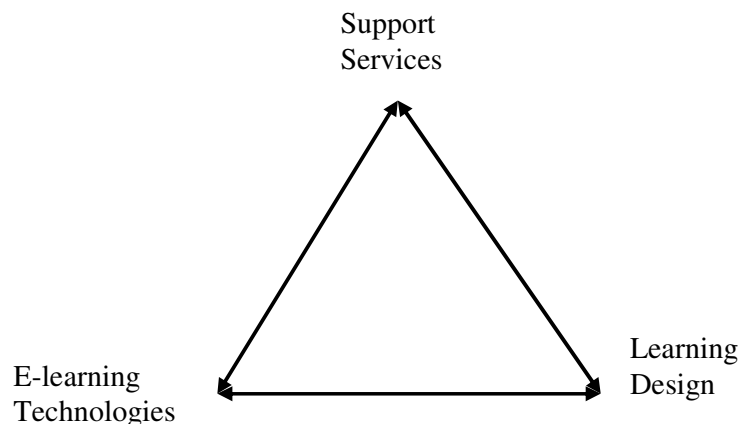


Name of Capital Programme:		Reuse of learning content	
Name of Lead Institution:		Coventry University	
Name of Proposed Project:		Introduction to Advertising	
Name(s) of Project Partner(s):			
Full Contact Details for Primary Contact:			
Name:	Professor David Morris		
Position:	Director of Higher Education Development		
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Address:	Priory Street Coventry CV1 5FB		
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Length of Project:	12 Months		
Project Start Date:	February 2008	Project End Date:	January 2009
Total Funding Requested from JISC:		£25,000	
Funding Broken Down over Financial Years (Aug - July):			
Aug07 - July08		Aug08 – July09	
£12,500		£12,500	
Total Institutional Contributions:		£10,002	
Outline Project Description			
<p>“Introduction to Advertising” develops a Level 200 Credit module for delivery to business and art and design students in a variety of technology enhanced delivery modes including online and blended formats. The project will repurpose and reuse as much existing content as possible including in e-assessment. The module will be visually rich and promote collaborative working among students. The outputs will include the module itself and, at finer level of granularity, a collection of related IMS/SCORM compliant learning objects and the learning design. The project will use LPP tools to structure and guide module development.</p>			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES ✓	NO	
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO	

A proposal submitted to the JISC by Coventry University in response to the JISC Circular 04/07: Reuse of learning content

The Challenge

1. Despite the major strides which have been made in the development of e-learning systems and associated support for both learners and teachers, many universities still make inadequate use of them in the sense of not exploiting their capabilities to the full. One reason for this is that new technologies have too often been bolted on to existing teaching methods and pedagogies, they have been seen as complements to the mainstream ways of delivering courses rather than having the power to transform the way we teach. This limited use of e-learning technologies, sometimes characterised as the “no significant difference phenomenon”, can only be broken down if courses are designed from the outset to deploy the most appropriate technologies given the aims and objectives of the course and the context in which the course is delivered. “Context” is here taken to include both the physical relationships between teachers and learners (including learner to learner relationships), the relationship of the learner qua learner to other aspects of their life (for example employment) and the ability of learners and teachers to access virtual environments. Of course, in some cases, the most appropriate deployment of e-learning technologies could be in simply supporting a predominantly face-to-face delivery mode based around traditional teaching methods such as lectures. However this should be a deliberate outcome based on a sound consideration of the pedagogic alternatives rather than a default position based on “the way we have always done it”.
2. Coventry University is not immune to the tendency to deploy new technology as an adjunct to existing practice. As in many universities there is a growing number of examples of exciting and innovative uses of new technologies in teaching and learning which have derived from the efforts of individuals, sometimes working “against the grain” of institutional practices. In a few cases such innovation has been based on a structured approach to pedagogic design but in the majority of instances innovation has been driven by a desire to experiment with new technologies and explore their affordances in particular courses. Whilst such experimentation is welcome and encouraged, particularly when it is systematically evaluated and the results disseminated across the university, we need, at an institutional level, to move towards embedding pedagogic considerations much more firmly into the processes by which courses are designed, developed, approved, delivered and improved.
3. We can encapsulate this argument in a simple and familiar triangle-type diagram. The successful application of e-learning requires three mutually interdependent strands to be present: a successful, fit-for-purpose and reliable technology base; high quality support for teachers and learners and the application of learning design to ensure optimal use of the available technologies.



To date most of our effort has been in developing the technology and support services, learning design has probably always been the major challenge and is now at the top of our institutional learning and teaching agenda.

Background

4. Coventry University was one of the first adopters (in 1998) of the then very new VLE WebCT. Initially this was a pilot project within the Business School but institutional adoption and roll out took place over the period 1999-2000. In 2005 the university set up the e-Learning Unit to develop and implement an e-learning strategy to take the university forward to 2010 and beyond.

5. During the period 2005 to 2007 a new e-learning system, CUOnline, was developed. This moved the university beyond the MLE to a MLE+ environment and is now moving towards a TELE as e-learning strategy becomes integrated with the university's SMART Campus, new build plans and the 2010 aims. CUOnline integrates an e-portfolio system (based on PebblePad), an institutional repository (CURVE, whose development benefits greatly from a JISC-funded project), a social networking system (CMeOnline based on the open source software Elgg) and a range of tools and services to provide more specific learning and teaching needs such as conferencing, podcasting, simple development of individual Web 2.0 sites, media streaming and so on.
6. The e-Learning Unit (eLU) has amongst its staff a team of Instructional Designers and Learning Technologists. To date their work has been on partnership projects to develop new courses where there has been an external funding stream and thus an imperative to do so. In particular the eLU has been working with the Centre for Inter-Professional e-Learning (CIPeL) in health, which is funded under the CETL programme. Further joint developments have been undertaken with the Health Design and Technology Institute (HDTI), a HEFCE funded development. These projects have resulted in a number of successful course innovations, but perhaps more importantly have allowed us to gain collective experience of developing courses with teams containing both subject experts and instructional designers. This bid draws heavily on that experience.
7. The university's Centre for Studies of Higher Education (CSHE) has been responsible for the development and implementation of the university's Teaching and Learning Strategy (the e-Learning Strategy has been developed in a separate but inter-locking process). CSHE also has responsibility for the university's staff development programme for academic staff. As part of its work it also undertakes pedagogic research under the banner of its Applied Research Centre, the Institute of Pedagogic Research (iPED). In 2007 CSHE, eLU and iPED all came under the ambit of the Director of Higher Education Development (who was the Director of the e-Learning) thus bringing together the three corners of the triangle within a single department for the first time.

Module Selection

8. The Coventry University (CU) modular system uses the term "course" to mean a collection of modules with a qualification aim in mind. Thus it is "courses" which are listed the prospectus. The focal point for the work under this project is a "module" in Coventry University terminology and this bid will use the term module to mean a component of a course.
9. The module chosen for this project is the undergraduate Level 1 module "Introduction to Advertising" (JACS Code: N561). Level 1 modules are designed for inclusion in the first year of full-time undergraduate programmes or their equivalent positioning in part-time study.
10. Undergraduate modules carry 200 credit points, that is they are designed to take 200 hours of study time. Study time embraces all student activity on the module including self-directed time and assessment activity.
11. A number of Heads of Department were contacted by the Director of Higher Education Development to sound out their interest in collaborating in this bid. The criteria for module selection were:
 - The project and associated module must have the support of the Head of Department
 - The Module Leader must have some experience (good or bad) of using e-learning and CUOnline in particular
 - The Module Leader must fully support the project
 - The module must be taken by a significant number of students preferably from a number of different backgrounds (disciplines, courses, study modes etc.)
 - The Module Leader should be willing to engage in the project after the JISC funded stage

A small number of potential modules emerged from this process and "Introduction to Advertising" was chosen following a briefing by the Director of Higher Education Development with the module leader and Head of Department.

12. "Introduction to Advertising" is currently taken by approximately 150 students from the Faculties of Business, Environment and Society and Art and Design. It has been running in its current form for one year. The Module Leader has already introduced some e-learning activity into the module and, despite some problems and setbacks, wants to re-develop the module for flexible delivery modes including on-

line learning. The module leader thus brings an enthusiasm for e-learning to the project, but an enthusiasm tempered by the reality of experience¹.

13. The existing module already features a number of pedagogically interesting approaches including group activities involving the building of business case scenarios and designing and presenting an advertising campaign. The module relies heavily on visual objects (mainly advertisements) for its source material. The Module Leader wishes to extend the use of innovative e-learning to embrace podcasting, e-lectures, students presenting and peer assessing work on line, deploying voice tools to give feedback and implementing e-assessment. In particular she desires to make the module “visually compelling and interesting”.

Project Aims and Objectives

14. This project aims to design, (re-)develop, quality assure, deliver and evaluate a module (Introduction to Advertising) for online delivery. In doing so it will deploy a range of e-learning technologies and make use of externally sourced repurposed and reused content² which accounts for over 50% of the module learning materials.
15. The specific objectives of the project are to:
 - Test and evaluate the potential benefits of a collaborative model of module development involving the Module Leader working closely with instructional designers and learning technologists
 - Create a “showcase” module which can be used to demonstrate what can be achieved to others in the university and beyond
 - Test out the use of the London Pedagogic Planner (LPP)³ framework and toolkit in a live context
 - Evaluate the potential for resource saving which a well-designed module can deliver
 - Assess the impact on student satisfaction of the redesign of the module
16. Two of these objectives deserve further explanation. As noted above we have already developed some new modules in the health area using a collaborative approach. Inter alia this experience has demonstrated that we need a more structured approach to module design and development if we are to move beyond a series of separate pilot activities towards a robust methodology. We have done some preliminary evaluation of potential alternative approaches and the LPP framework is the one which seems best able to fit our needs at this time. We have held preliminary discussions with Diana Laurillard and Jonathan San Diego of the London Knowledge Lab and they are happy to work with us on this project.
17. It is also important to understand the imperatives of being able to resource modules effectively. A new module, no matter how desirable it may be pedagogically, is unlikely to find favour if it uses more resources than a previous version or a comparable module. Whilst there may be some scope over a module life cycle to substitute investment in design and development activity for resource consumption in delivery we cannot expect this to be great. The resource use pattern of the module over the life cycle from initial design through successive deliveries to redevelopment will need to be lean in comparison to previous and, indeed, current provision. A strength of the LPP framework is that it can easily be extended to estimate and compare the life cycle costs of different pedagogic approaches to delivering modules⁴.
18. The project will also enable us to explore ways of applying e-learning tools to summative assessment. This is an area where CU has much to learn and gain. The potential techniques which have been identified as showing promise in this module are computer-based marking of short free text answers and the use of multiple choice objective tests. We are aware of a number of important JISC projects in the e-

¹ We are well aware of the resistance that can be shown by some colleagues to reusing content. It might be thought that we are trying to avoid this problem by screening out module leaders who exhibit this characteristic. However we have deliberately sought out a module leader who exhibits a balanced view of this issue.

² By “content” we mean any learning materials which can be described and structured.

³ http://www.wle.org.uk/d41/index.php?option=com_frontpage&Itemid=13

⁴ We have already developed a costing methodology based on Diana Laurillard’s work. See Laurillard, D. (2007) ‘Modelling benefits-oriented costs for technology enhanced learning’, *Higher Education*, 54, 21-39.

assessment arena and will welcome the help of the programme support team in identifying potential tools and approaches in more detail.

Relationship to the Call for Projects

19. This work builds on the call for projects by:

- Providing a test-bed for the LPP tools
- Providing a case study of high quality structured module design for the university and the sector
- Adding to collective knowledge on the affordances of reusing content as well as the barriers to reuse and repurposing
- Creating a set of publicly available learning materials in a field of study of growing popularity among students⁵
- Testing out the reuse characteristics of a range of publicly available content⁶

How We Will Benefit From Involvement in the JISC Programme

20. It is tempting but short-sighted to see the benefits from involvement in a programme such as this as merely financial. Whilst funding is of course very welcome, the positive externalities derived from being one of a group of institutions following a similar path at the same time should not be underestimated. The ability to share experience with and (informally) benchmark ourselves against others is invaluable in guiding our future development.

21. JISC funding and our involvement in the community of projects will provide a catalyst to change in the university. Whilst we may have undertaken a similar project under our own steam at some future point of time, involvement in the this scheme will enable us to accelerate the pace of change and do a much better job, thereby enhancing our ability to promote institutional change and gain credibility for the concept of pedagogic planning as an important part of course design and development.

22. We recognise that the project will have considerable benefits to the university and we are therefore only asking for funding to cover a proportion (71%) of the project costs.

Our Plan

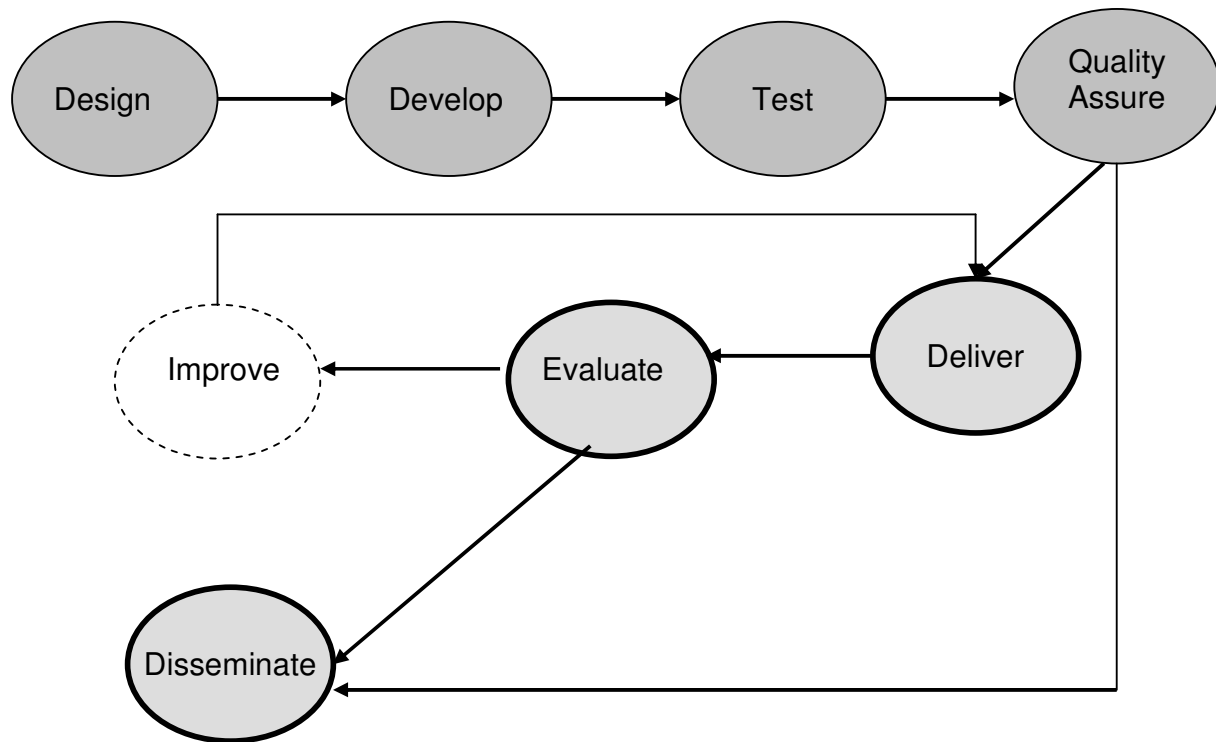
23. The diagram below summarises what we intend to do. The first four stages (the top row lozenges) will be undertaken during the funded part of the project. Delivery, dissemination and evaluation will form part of both the JISC funded part of the project and the follow-up work which will be undertaken as part of the project agreement. In addition these activities together with making module improvements will be carried on recursively after the JISC project has finished in a continuing cycle of quality enhancement. However the first improvement stage will not fall within the life of the project.

24. Sustainability beyond the life of the project is ensured in a limited sense by the recursive cycle of evaluation and improvement shown in the diagram. However the long run impact of this project and other related work will be in the extent to which institutional policy is responsive to change on the basis of the emerging evidence and experience of what works in practice. The drivers for institutional change may well include the desire for pedagogic excellence but will also feature the need to use resources effectively and the effects on student and staff satisfaction. We also need to take account of the pressures which face teaching staff. All too frequently potentially beneficial policy changes in the academic arena fail because staff inevitably see them as bringing more work. The introduction of pedagogic planning could meet the same resistance and it will be important to implement it in such a way that the benefits of sound initial course design are realised over the life cycle of a course both at the institutional and individual level.

25. The project stages outlined in the diagram map directly to workpackages as set out below. However the timing is more complex than the diagram might imply; the activities implied by the diagram are not undertaken in a simple linear sequence.

⁵ These will be deposited in our institutional repository (CURVE) and in JORUM.

⁶ This will extend some work we have already done in our JISC-funded CURVE Project. See Ursula Rutherford's contribution on "Learning Object Re-use Strategy" at <http://e-learning.coventry.ac.uk/curve/>



Summary of Expected Outcomes

26. We expect the following outcomes for the university:

- A high quality and innovative module which will benefit a large number of students
- A “proof of concept” of the application of the LPP framework and tools within the university’s module development processes
- A demonstration of the potential positive resource impact which well executed pedagogic design can deliver
- An assessment of the impact on student satisfaction of modules which are well designed and delivered
- A demonstration that some (but maybe not all) modules can be effectively delivered in different ways to a variety of diverse student groups using the same content base and overall design
- An improved evidence base on which quality assurance processes can be changed to raise the emphasis on the application of sound pedagogic planning as a criterion for module approval
- An impact on the ongoing development of the university’s learning and teaching strategy and its translation into university policy
- A valuable contribution to the process of changing the teaching culture towards one of sharing resources

27. We expect the following outcomes for the sector as a whole:

- Detailed case evidence at the micro level of the affordances of reusing content
- Free access to a set of high quality IMS /SCORM compliant learning content for potential use in other courses in advertising, business, art and design, marketing etc.
- Documented experience of the practical application of LPP
- Active participation in peer review as set up by JISC

Summary of Project Outputs

28. The intended project outputs are:

- A media rich technology enhanced Level 1 module “Introduction to Advertising”
- A case study report, in standard JISC format
- An exemplar learning design, which will be publicly available

- A collaborative website (based on the open source semantic publishing platform WordPress)⁷ which embraces a reflective log
- A final report for the JISC
- A subset of exemplar learning and teaching activities drawn from the module showcased on our university staff development website

Workpackage 1: Module Design (led by Usha Sundaram) *Months 1 - 3*⁸

29. This workpackage will concentrate on the design of the module. Design will be driven by the aims and objectives of the module in learning outcome terms. At this stage the focus will be on high level module objectives rather than content.

Tasks

- Run workshop (to be delivered by Jonathan San Diego of London Knowledge Lab) on using LPP
- Determine the fundamental design parameters of the module and begin populating LPP templates
- Determine an assessment strategy for the module

The main *deliverable* will be an overall module design. Given that ownership of the module rests with the Faculty Board of Studies to whom the Module Leader is accountable, she will have the final say on all design issues and will lead this workpackage.

Workpackage 2: Content Development (led by Juliet Hinrichsen) *Months 3 - 5*

30. This workpackage will have a number of parallel streams. The workpackage leader is an instructional designer thus freeing up the Module Leader to evaluate and critically assess, from a practitioner viewpoint, content as it is developed.

Tasks

- Using LPP, develop the pattern of learning and teaching activities which will make up the module
- Develop a formative assessment framework
- Develop the summative assessment for e-delivery, completion, submission and marking
- Re-purpose existing external and internal content as appropriate
- Develop any new material (up to 15% of total content as defined below) as required

The main *deliverables* will be a series of IMS/SCORM compliant learning objects which can be sequenced and packaged to build the module in a variety of ways to suit different learner contexts. This will include an e-assessment package.

Workpackage 3: Content Testing (led by Andy Syson) *Months 4 - 6*

31. It will be important to test the learning and teaching materials for CUOnline delivery, whether they be newly created, adapted from existing CU content or sourced externally. This will be particularly important for the summative assessment.

Tasks

- Test all untested content within CUOnline in as near to actual anticipated delivery conditions as possible. Where feasible this will be done involving current students
- Ensure all learning and teaching materials are IMS/SCORM compliant and deposited in CURVE (the university's institutional repository)

Deliverables will be a fully tested and complete suite of module content.

Workpackage 4: Quality Assurance (led by Usha Sundaram) *Month 6*

32. This work package will lead to approval of the module for delivery in 2008/9 onwards using the university's normal module approval procedures⁹.

⁷ See <http://wordpress.org/>

⁸ Months shown in italics after each workpackage heading show the expected start and end dates. Month 1 is assumed to start on 1 February 2008. Although funding would cease after month 12 the project will continue until month 18.

⁹ These are summarized in the CU publication "Quality Assurance and Quality Enhancement" which was revised in 2006 and is issued to all staff.

Tasks.

- Prepare a Module Descriptor in the required university format¹⁰
- Obtain independent external subject specialist advice¹¹
- Peer review by the Faculty Board of Studies

The *deliverable* will be a fully approved module.

Workpackage 5: Initial Delivery of the Module (led by Usha Sundaram) Months 8 - 16

33. The first delivery of the re-developed module will commence in September 2008. Given that CU does not operate a semesterised system at undergraduate level this will not be fully completed (including summative assessment) until May 2009.

Tasks

- Brief any other tutors who may be contributing to the delivery of the module
- Deliver the module

The main *deliverable* will be a record of the practical experience of delivering the module.

Workpackage 6: Evaluation (led by Frances Deepwell) Months 1 - 18

34. Evaluation is an ongoing process. The usual university procedures will apply but some additional evaluation is needed. This will include obtaining student and tutor views of the learning materials (content evaluation), assessing any difficulties and/or positives, including any observable effects on student engagement, of the new form of design, development and delivery (process evaluation) and analysing student performance in terms of assessment results, module completion rates, module satisfaction scores etc. (outcomes evaluation).

Tasks

- Peer review module delivery on an agreed number of occasions
- Collect student views and experiences via questionnaires, interviews and focus groups
- Conduct regular debriefings with the Module Leader
- Analyse student performance data

The *deliverable* will be a comprehensive evaluation report.

Workpackage 7: Dissemination (led by Frances Deepwell) Months 1 - 18

35. A key element of the project will be to share the experience, evaluations and results within the University as a part of our policy to encourage pedagogic development, and also with the wider community. Dissemination will be an on-going activity throughout the project and will take place through a variety of mechanisms, including a project website and contributions to internal and external conferences, SIGs and workshops. We also expect to explore synergies and learn from other funded projects, as well as work closely with the JISC support function providers.

Tasks

- Engage in JISC programme-level activities and actively participate in JISC-CETIS special interest groups¹²
- Deliver workshops to CU staff and others
- Deliver a range of "show and tell" activities
- Give poster and other conference presentations
- Populate the project weblog
- Contribute to the LPP dissemination activities

The *deliverable* will be a comprehensive assessment of project successes and areas where further development is warranted.

¹⁰ This contains: factual information such as credit rating etc; aims and summary; module learning outcomes; indicative content (defined as a summary of the taught syllabus); teaching and learning methods (which should align with the University's Learning and Teaching Strategy); method of assessment (which must conform with the University's Assessment Strategy).

¹¹ "Independence" precludes current or recent External Examiners.

¹² 10 person days have been included in the budget for these activities.

Workpackage 8: Project Management (led by Frances Deepwell) Months 1 - 18

36. This work package will act to manage and coordinate project activities, to prepare documents and reports as required, and to assess risks and opportunities as the project progresses. This will include drafting and finalising a project plan.

Tasks

- Develop a detailed work plan with timescales, deliverables, and milestones
- Monitor progress and ensure that the project maintains its schedule
- Arrange, participate in and document project meetings
- Prepare periodic reports as required;
- Identify critical roles and individuals/groups to carry out project tasks.

The *deliverables* include a detailed work plan; progress and risk assessment reports; a final report as well as website and weblog oversight and the delivery of promotion and dissemination activities. The Project Committee will comprise all staff working on the project plus the Head of Marketing¹³ and the Director of Higher Education Development. Financial and programme management (ie ensuring that JISC requirements for reporting are met) will be undertaken by the university's post-award support team.

Populating the Module

37. The workpackages outlined above do not refer explicitly to ways of identifying learning content to populate the new module. In part this is because a number of sources have already been identified (see below) and additional ones will emerge in the module development process. As a matter of design principle we would rather start with the aims and objectives of the module than with content.

38. However project timescales are short and we are not starting with a blank sheet of paper. We also recognise the aims of the JISC call for proposals. However the call is silent on what it means by "at least 50% external content" (Paragraph 15). "External" is helpfully defined but the question of "50% of what" is left open.

39. At CU we recognise a number of broad categories of activity which go to make up the designated hours of study time. (A much finer gradation of time is employed by LPP although the high level distinctions are much the same). These are:

- Contact time; ie time where students and tutors are in synchronous contact with each other either face-to-face or online. In some cases this category is now extended to include set times where the tutor will be on-line to deal with queries, comment on discussions etc.
- Tutor directed time; time taken up by study activities which are designated by the tutor and are formatively assessed in some way. It follows from this that such time will produce some artefact which is available to the tutor (for example a journal, blog, wiki, presentation etc.)
- Summative assessment time; the time it is estimated that a student will spend on summative assessment, excluding revision for examinations but including preparing and producing coursework
- Student directed time; time which is available to students to undertake their own studies including reading etc.

In this project we are aiming to externally source at least 50% of the content for the first three categories of study time. The Module Leader has advised, on her experience of teaching the current version of the module, that this would amount to 70 hours worth of content.¹⁴

40. The table below shows some of the potential sources of publicly available external content. The main pedagogic uses of material will be for criticism and promotion of discussion (mainly advertisements and campaigns themselves), to analyse successes and failures (case studies), to develop critical thinking (via discussion of research on advertising) and provide source material for group work (databanks etc.). The structured module development process provided by LPP will enable the project team to identify particular resources from the archives and databases listed below. At this stage we are confident that

¹³ Ie. The Head of the Marketing subject department within BES

¹⁴ Based on 35 hours of contact time, 90 hours of tutor directed time and 15 hours of summative assessment.

there will be no shortage of high quality suitable learning materials although much of what is identified will need to be repurposed.

Source	Type of content
http://www.creativeclub.co.uk	Archive of UK advertisements and data. Accessible via Athens.
http://www.thinkbox.tv	Databank of short case studies and gallery of TV advertisements. Source of data and PowerPoint presentations of advertising topics
World Advertising Research Center http://www.warc.com	Databank of case studies. Source of data and research studies. Accessible via Athens
Multimedia Educational Resource for Learning and Online Teaching http://www.merlot.org	118 (as at 26 November 2007) collections on advertising topics. Materials are peer reviewed and instructional type is indicated.
MIT OpenCourseWare http://ocw.mit.edu/OcwWeb/web/home/home/index.htm	Database containing over 500 sets of lecture notes, PowerPoints, case studies etc. referring to the topic of advertising deriving from MIT.
Intute http://www.intute.ac.uk	Intute contains 728 records of relevance to advertising.

Policy, management and legal issues

41. IPR will remain with Coventry University, All results and outputs will be freely disseminated and available for use by the HE and FE communities.

42. Risks and limitations

Risk	Impact	Probability	Risk Strategy	Actions
Staff loss	High	Low	Reduction	The most critical member of staff is the Module Leader. In a worst case scenario we would have to select another module.
Inadequate technology	High	Low	Prevention	Deploy tried and tested technologies.
Poor Faculty buy-in	High	Low	Reduction	Key Faculty stakeholders already briefed on the project and its implications for them. Project is not "parachuted in".
Low rate of take-up by students	High	Low	Reduction	This is a popular module drawing on students from across the university.
Student dissatisfaction with module	High	Low	Reduction	Substantial pre-testing of content.

Budget

43 [REDACTED]

44. Previous Experience of the Project Team

Frances Deepwell is a Principal Lecturer in the Centre for Studies in Higher Education. She has published widely on higher education topics including evaluation. She has developed and led much of the work undertaken on the university's Benchmarking and Pathfinder projects. Her main role in this project will be to oversee progress, ensure deadlines are met and lead on the evaluation activities

Juliet Hinrichsen is an Instructional Designer within the e-Learning Unit. Juliet has been working on collaborative course development projects with CIPeL and HDTI over the past two years. This work has resulted in a number of innovative new courses being successfully approved which are now being delivered. As a workpackage leader Juliet will call on the learning technologists within the eLU and will be supported by our Technical Specialist in e-Learning Systems in integrating any new tools or content into CUOnline.

Usha Sundaram is Senior Lecturer in Marketing at Coventry University. Usha previously taught in the business school at Oxford Brookes University. Her particular subject area of interest is advertising and she has developed a highly interactive approach to teaching. She is a “heavy” user of CUOnline.

Andy Syson is Deputy Director of the e-Learning Unit. Andy has long experience in the development and management of e-learning and is nationally and internationally known for his pioneering work on taking WebCT to institution-wide application at Coventry. Andy’s role in the project will be to help test content within the CUOnline environment and advise on implementation issues.

45. Budget Table

Directly Incurred Staff	August 07 to July 08 £	August 08 to July 09 £	Total £
None	0	0	0
Total Directly Incurred Staff	0	0	0
Non-Staff			
Travel and expenses	500	500	1,000
Consumables	0	0	0
Dissemination	500	500	1,000
Total Directly Incurred Non-Staff	1,000	1,000	2,000
Directly Incurred Total	1,000	1,000	2,000
Directly Allocated			
██	████	████	████
██	████	████	████
██	████	████	████
██	████	████	████
██	████	████	████
██	████	████	████
Estates	642	642	1,284
Directly Allocated Total (CU)	8,212	8,212	16,414
Indirect Costs	8,294	8,294	16,588
Total Project Cost	17,501	17,501	35,002
Amount Requested from JISC	12,500	12,500	25,000
Institutional Contributions	5,001	5,001	10,002
Percentage Contributions over the life of the project	JISC 71%	CU 29%	Total 100%

Appendix A

FOI Withheld Information Form

We would like JISC to consider withholding the following 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
43. Budget Table	s.43 Commercial Interests	Commercial in confidence, budget information refers directly to individual salaries

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Telephone 024 7688 7688

Professor Madeleine Atkins
Vice-Chancellor



David Kernohan,
JISC
Northavon House
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BRISTOL
BS16 1QD

26th November 2007

Dear Mr. Kernohan,

JISC Capital Programme Circular 4/07: Reuse of learning objects

I am pleased to support our bid under the “Reuse of learning objects” strand of the JISC Capital Programme.

Excellence in learning and teaching is central to the University’s mission. Our Learning and Teaching Strategy 2006 – 2010 lays stress on the exploitation of learning technologies where appropriate and on providing support for teachers as well as learners. We recognize the importance of structured pedagogic planning processes and the reuse and repurposing of learning content as important and productive dimensions of a strategy for achieving excellence in teaching.

This project will build on and contribute to related work we are doing on other funded projects including the Centre for Inter-Professional e-Learning CETL, the JISC CURVE project and the AHRC funded Siobhan Davies Dance Online Archive project, all of which are working within the repositories development space and have reuse of content as a core theme.

Participation in this project will enhance that work and move us forwards by allowing to test out reuse considerations in the context of our everyday processes of module development, approval and delivery.

We look forward to a successful collaboration with JISC in this important area of our development.

Yours sincerely,

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