

Cover Sheet for Proposals (All sections must be completed)		<b>JISC</b> Capital Programme	
Name of Capital Programme:		Users and Innovation	
Next Generation Technologies and Practice Phase 2 Please tick ONE BOX ONLY, as appropriate			
<input checked="" type="checkbox"/>		a) Small-scale pilots	
<input type="checkbox"/>		b) Large-scale institutional demonstrators	
Name of Lead Institution:		The University of Leicester	
Name of Proposed Project:		<b>MO</b> delling Of <b>SE</b> condlife <b>EN</b> vironments (MOOSE)	
Name of Project Partner:		The Open University	
Full Contact Details for Primary Contact: Name: Gilly Salmon Position: Professor of E-learning & Learning Technologies Email: gilly.salmon@le.ac.uk Address: 1813 Attenborough Tower University of Leicester, University Road, Leicester LE1 7RH Tel: 0116.252.2440 Fax: 0116.252.5373			
Length of Project:		12 Months	
Project Start Date:		01 Jan 2008	Project End Date: 31 Dec 2008
Total Funding Requested from JISC		£50,000.00	
Funding Broken Down over Financial Years (Apr–Mar):			
Apr07 – Mar08		Apr08 – Mar09	
£ 8198.38		£41,801.62	
Total Institutional Contributions:		£ 45,224.66	
Outline Project Description			
<p>The MOOSE project develops and adapts the technological and pedagogical opportunities afforded by Second Life (SL) in a small scale but comparative pilot study. MOOSE investigates the scaffolding and processes needed to enable groups of students from formal Higher Education (HE) environments to establish their socialisation and engagement for more productive information and knowledge exchange and learning through the medium of online 3-D Multi User Virtual Environments (3-D MUVes). It assesses the institutional opportunities and barriers to the successful alignment of the deployment of and enhancement of student learning through 3-D MUVes. MOOSE delivers an exemplar model of students' and tutors' engagement and socialization in a 3D environment designed for learning in HE.</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 & associated Terms & Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO	

## 1. The MOOSE Project

### 1.1 MOOSE in brief

The **MO**delling **O**f **S**econdlife **E**nvironments (MOOSE) project is a “Next Generation Technologies and Practices project” based on research, institutional development and the experience of student learning, carried out by the University of Leicester (lead partner) and The Open University (collaborating partner). The MOOSE project investigates the scaffolding and processes needed to enable groups of students from formal HE environments to establish their socialisation and engagement for more productive information and knowledge exchange and learning through the medium of online 3-D Multi User Virtual Environments (3-D MUVES). It assesses the institutional opportunities and barriers to the successful deployment of and enhancement of student learning through 3-D MUVES

Socialisation as a stage for learning in online environments has been researched in practice (Salmon 2004, Motteram 2001). Structured online activities (e-tivities) can be developed for productive engagement in text-based online environments (Salmon 2002). MOOSE explores the extent to which such models and frameworks can be transferred to 3-D MUVES where students and tutors interact with each other and the objects in the environment through the medium of their 3D-selves (avatars).

The 3-D MUVE chosen for the MOOSE project is Second Life, for ease of access and for exploitation of existing resources. The University of Leicester has recently opened up its Media Zoo island in Second Life (coordinates: 169/150/17). The Zoo space is a pleasant and creative environment specifically set up for the running of small group work for students and staff.

MOOSE will design, develop, integrate, delivery and research - eight distinct Second Life activities (SL-tivities) into two distance learning courses; an undergraduate module at each of the two participating institutions (UoL and the OU): ‘Archaeological Theory’ (Level 2) at the UoL and ‘Data, Computing and Information’ (Level 1) at the OU. Students’ and tutors’ use of SL-tivities will be researched against 4 key questions. Deliverables include frameworks, guidelines, induction and training courses, a demonstrator and commentary on institutional context.

### 1.2 Innovations in research and developments in the MOOSE project and their value for the JISC community

The academic community is showing a strong interest in the use of 3-D environments for education (JISC, 2007a, 2007b, Eduserv Symposium, 2007). The Horizon Report (2007) forecasts that 3D environments have ‘strong potential for teaching and learning’, and that the developments in open source and standards bring 3-D MUVES ‘closer to mainstream education year by year’ (EDUCASE, 2007, p. 25). Free/low cost access and relatively low technical abilities required for engagement make 3D environments such as Second Life increasingly popular amongst the ordinary users (Guest, 2007). However, these environments, originally developed for gamers and recreational purposes, are little researched in terms of their educational uses. Other popular uses of 3D environments are limited to creating a 3D presence of an educational institution and facilitating a 3D experience for prospective students. Typical first attempts at educational uses of 3-D MUVES replicate face-to-face contacts (such as tutorials, guest lectures). At this early stage, we urgently need to develop pedagogical models to use in supporting and enhancing students’ learning through 3D MUVES.

#### 1.2.1 Research and Development Focus

##### (i). Understanding immersion for in-world socialization and learning in groups

*How does the presentation of personal identity through avatars help or hinder the group building process and change the nature of interaction and participation in learning activities? How does the special nature of presence impact on socialization and engagement? How is it different from presence in asynchronous text-based online discussion forums?*

Moose promotes fresh approaches to learning and students’ collaborative achievement. We will examine how concepts such as the participants’ sense of presence/absence and productive relationships with others change in Second Life over time and with different Second Life activities (SL-tivities)

##### (ii). Designing for useful SL events:

*To what extent do the frameworks, models and guidelines researched for use in asynchronous, text-based bulletin boards, support socialization for knowledge sharing and creative collaboration in 3D-MUVES? How can socialization activities in a 3-D MUVE be designed to generate sustained interest and engagement in the group work?*

MOOSE structures events in two ways for comparison. One set will be based on successful models and frameworks used in other online applications or in face-to-face group work (Jacques and Salmon, 2007). The other set will creatively engage with university teachers to address issues and opportunities to attempt for the Second Life participants and develop new grounded models and frameworks for others to try.

### **(iii). Role of facilitation in Second Life**

*Is there a role for the Second Life facilitator (SL moderator) to support group learning? If so, what are the skills and training needed?*

MOOSE studies, identifies, and supports the role of the SL-moderator. We will investigate whether the role of human/avatar intervention in groups successfully supports productive learning in Web 2.0 (user contributory) environments such as Second Life, and if so, how, including what training and support is needed. We will test, develop and transfer models of practice from other online environments (Salmon, 2004). We will train and develop SL-moderators.

### **(iv). Institutional and disciplinary differences in the use of Second Life for group learning**

*What differences in the institutional contexts, disciplines, and learner profiles, have implications for the learner experiences in, and outcomes from Second Life. What characteristics and processes of the institutions help or hinder successful group learning in 3-D MUVES?*

MOOSE notes, collates, compares and contrasts the institutional experiences of the mixed mode University of Leicester and the full distance OU. For example, similar comparisons provided powerful explanations of outcomes of the JISC funded PROWE project 2005-7.

MOOSE's research methodology is based on cognitive mapping to create unique 'maps' of individuals and groups and their change in views, feelings and experiences over time. The methodology is grounded in Kelly's theories of personal constructs (Kelly, 1955) and supported by the 'Decision Explorer' software (<http://www.banxia.com/demain.html>). The methodology is in use at the University of Leicester for studying change over time in teaching approaches. Prof Salmon has 15 years' experience in its application. It is richer, more accessible and useful for pedagogical and technological research than conventional questionnaires or interviews.

## **1.3 Contribution**

MOOSE findings will contribute to JISC Next Generation Technologies and Practices by adapting and developing the Media Zoo Second Life island and exploring students' use for socialization. Through the piloting MOOSE will provide an initial, empirically tested model based on sound pedagogy addressing key issues of incorporating a newly emerging technology of 3D MUVE for student socialisation, collaboration, engagement and enhancement of learning experiences. The model(s) will be available for all HE teachers and disciplines to apply or adapt.

### **1.3.1 How the project will contribute to institutional strategies**

MOOSE contributes to the technological and pedagogical innovation strategies of both partner institutions. Both MOOSE institutions will benefit from 'Beyond the Hype' impact on both policy and practice and pathways in the arena of Second Life.

Leicester's e-learning and pedagogical innovation strategy has four parts, which match the four zones of the Media Zoo ([www.le.ac.uk/beyonddistance/mediazoo](http://www.le.ac.uk/beyonddistance/mediazoo)) The Zoo is shortlisted for JISC/THES ICT innovation award 2007. Learning technology potential is communicated and developed in a practical way to the institutional and wider academic community via the Media Zoo. MOOSE belongs in two areas. Zone One (Pet's corner) focuses on learning design and MOOSE development contribute strongly. Zone Four (Exotics) undertakes scanning external environments, looking for and researching riskier and innovative approaches with a view of deciding whether or not they should be more widely adopted within the institution, and if so how. Leicester's strategy is under review lead by Prof Salmon during academic year 2007-8 and MOOSE's results will be immediately exploited.

The OU has major remit to use technology for the support of all learning and teaching processes including its major investment (£5 million) in the development and deployment of a VLE based on the open source Moodle LMS. The University is particularly conscious of the significant impact of 3-D MUVES on teaching, learning and creative expression in HE and is keen to establish high quality approaches.

## 1.4 Addressing pedagogical challenges through 3-D MUVes

Two modules enable and inform our pilot intervention and development studies:

	University	Discipline	Code	Name	Level	Students	Location
1.	Open University (OU)	Computing	M150	Data, Computing & Information	1	Open Diverse All ages	UK & Western Europe
2	University of Leicester (UoL)	Archaeology & Ancient History	AR 20510	Archaeological Theory	2	Employed	UK & North America

	Univ.	Mode	VLE	Peer Interaction	F:F	Assessment	Pedagogical challenge from user needs
1	OU M150	Blended Distant	Moodle	Asynch. forums	Monthly tutorials	Regular Computer & tutor marked	Lack of online socialization Hesitant to contribute/change work of other authors Need more trust building for successful collaboration
2	UoL AR 20510	Distant	Blackboard	Asynch. forums	no	Portfolio of exercises & end of course essay	Exercises need peer collaboration, interaction & support & increased visual/activity stimulus

[www3.open.ac.uk/courses/bin/p12.dll?C01M150](http://www3.open.ac.uk/courses/bin/p12.dll?C01M150)

[http://www.le.ac.uk/archaeology/ug/ug\\_archaeology.html](http://www.le.ac.uk/archaeology/ug/ug_archaeology.html)

### 1.4.1 In-world Activity Developments

Course	Uni	Current approach	Second Life approach	Research Question
M150	OU	Wikis to build collaborative projects	Trust building in-world prior to collaboration exercises	1
M150	OU	Written scenario leading to asynchronous forum discussion of risks of taking photos	In-world combination of synchronous and asynchronous discussions with simulation of 'risky' environments	1
M150	OU	Critiquing a web page against HCI or usability principles	Viewing and collaborating on web sites critiquing from in-world	1, 2
M150	OU	'Snowball' activity around presentation of visual images in forum	'Snowball' discussion activity in-world, with visual representations e.g. of maps	2,3
AR2051	UoL	Read description of rituals & social structures	Immersion in simulated ritual experience	1
AR2051	UoL	Written description & diagrams of Saami tent	Artefact of Saami tent dwelling in world for exploration and interaction	2,3
AR2051	UoL	Visioning and thought experiment about the term 'landscape' and verbal exploration of cultural context	Interpretations of a vision and created landscape in-world and exploration of history, ideals and aspirations	2,3
AR2051	UoL	Individual reflection on module experience	Group discussion in world	2,3

Ongoing help/hinder cognitive maps will be set up with key project participants on a monthly sampling basis to answer research question 4 and provide significant institutional commentaries.

## 2. MOOSE Project description

### 2.1 Project plan and timetable

			YEAR 2008											
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	WP title	Work Package activities												
WP 1	Planning & set-up	Establishing the financial administration of the project												
		Induction of the SL Educational Developer/Researcher												
		Set up Project management and Steering Group meetings												
		Links with relevant JISC programmes and other UK projects												
		Online dissemination tools set-up												
WP 2	Learning & technical design	Training for course tutors												
		Designing for learning activities for the SL environment												
		Design student guidance for SL-component in courses												
		Implementation of SL activities as part of the modules												
WP 3	Course delivery	Student recruitment at OU for SL activities												
		Course delivered at the OU												
		Student recruitment at UoL for SL activities												
		Course delivery at UoL												
WP 4	Empirical research	Literature review & links with other projects												
		Test instruments & run pilot study												
		Data collection at the OU												
		Data collection at the UoL												
		Analyze data												
		Develop models												
WP 5	Project evaluation	Interim evaluation												
		Final evaluation												
WP 6	Dissemination & sustainability	Online dissemination (website, blog & Wiki & in-world)												
		JISC programme-related events (as required)												
		Conference presentations												

### 2.2 Project deliverables will include:

Deliverable 1	A pedagogical framework of students' engagement and socialization in a 3D environment designed for learning. The model will be presented in a highly accessible, diagrammatic form with examples and user cases, best practice guidelines for learning and teaching with 3D-MUVEs, including blending- available to practitioners, and distributed from project website and through supported workshops
Deliverable 2	Exemplars and use cases developed from students' learning experiences, highlighting positive and negative aspects of student learning and special aspects of 'presence' in 3D-MUVEs. These will be produced from the start of student engagement with SL and made available through the project website and the blog, feeding from empirical data
Deliverable 3	Guidelines for developing students' transferable skills through 3D-MUVEs including team-working, communication, decision-making and collaboration in virtual spaces and negotiation
Deliverable 4	A 'demonstrator' in SL to show how learning spaces can be designed in 3-D MUVEs for promoting and enabling team activities and group projects, providing an engaging and enjoyable learning experience.
Deliverable 5	Ten exemplar transferable SL-tivities designed for Computing and Archaeology modules, with guidelines for adopting these SL-tivities by teachers from other disciplines
Deliverable 6	A framework for SL-moderating skills designed for teaching on Second Life and an exemplar training course, providing an understanding of how and when in team- and remote-based projects synchronous communications and interactions in virtual worlds can play a vital role in team-cohesion and team-performance
Deliverable 7	Guidelines for embedding 3D-MUVEs in institutional systems and policies

## 2.3 Project management arrangements

The MOOSE project will be carried out within a management structure which draws on the expertise and the experience of both UoL and the OU to ensure the quality and the timeliness of project deliverables and financial administration. A top-level steering group consisting of disciplinary, pedagogy, research and industry experts will manage the strategic direction of the project while the core project management team will have clear roles and responsibilities for the successful execution of the project.

**Project Steering Group:** Members of the steering group include senior personnel from the key stakeholders, PVC L & T at the UoL, Emeritus professor and founding director of Institute of Educational Technology at the OU and advisor to the BDRA (David Hawkrige); Professor of Computing at the OU (Darrel Ince), expert in identity and social presence in 3D environments (Dr Steven Warburton, King's College, University of London), senior level representation from the technology partner TwoFour Learning, Richard Wallis. The steering group will meet three times during the project.

**Project Management Team:** The core staff group will consist of the key personnel from The University of Leicester project leader Prof Gilly Salmon and key contributor from the Open University Dr Shailey Minocha. The project management team will guide development, maintain close communication with each other via the project wiki, carry out regular reviews of progress and plans in response to feedback from students and tutors and report to the Steering Group via quarterly reports. The Team will meet once a month in addition to online communications. Day to day project management and coordination will be provided by the project manager located at UoL.

## 2.4 Risk analysis

Risk	Probability (1 – 5)	Severity (1 – 5)	Score (P x S)	Action to prevent / manage risk
Lack of applicability of lessons learned and technology developments in SL to other 3D MUVES.	1	3	3	SL is one of the several MUVES that are available commercially or as Open Source. The project team will have to ensure that the experiences and results of applying SL should be applicable to other MUVES.
SL needs time to learn to use fluently and confidently.	3	3	9	Orientation activities and development activities are already available in the SL Media Zoo Further MOOSE training and development will be developed early
SL needs up to date graphic card SL is client based and needs downloading SKL uses processing power and bandwidth	3	2	6	SL is available in the Leicester' Media Zoo FOR STAFF Staff and students will be 'volunteers' for involvement and will be informed about spec needed
Technological failures	2	3	6	High level support from both the UoL and OU IT services; Involvement of a commercial company (Two Four) in the further development of Second Life environment and activities; Involvement of the OU's Department of Computing. Engagement with the JISC and SL communities.
SL not designed for participants with special needs such as users who are blind, partially sighted or with who have hand dexterity challenges.	1	3	3	Attempts are being made by Linden Labs & the SL to address disability Moose will check accessibility of volunteer participants and provide support where needed SL good for some disabilities.
Lack of tutor engagement; lack of tutor support and encouragement for student engagement	1	2	2	A participatory approach involving and informing tutors at various phases of the project is planned to facilitate tutor-engagement and commitment. Part of WP2 focuses on this aspect.
Absence, illness, loss of key staff	2	2	4	Key staff are permanent members of the two collaborating universities. . Sufficient cover from project team (BDRA and OU) to ensure continuing work.
Module withdrawal	1	2	2	Substitute modules have been identified
Project outcomes fail to match partner expectations of set out in the bid and of partner institutions	2	3	6	Close and regular communication; blog and wiki from Day 1.
Scope of project over-ambitious	1	2	2	Clear and regular communication with JISC project manager to review scope of project if necessary
Failure to enable wider adoption of the technological and pedagogical models	1	2	2	BDRA's Media Zoo high profile role in disseminating the models and findings ;early engagement with relevant JISC and HEA communities; dissemination activities from start of the project.

## 2.5 Intellectual Property Rights position

The project partners agree to abide by JISC's requirements of IPR (paragraphs B10 and B11) JISC Circular 02/07. IPR of content created and technology developed as part of the project will remain with the two partner institutions and will support repurposing under the JORUM agreement (paragraph B12). Development work carried out by the two project partners (the UoL and the OU) will be reusable and based on open standards. Technical developments will be licensed as Open Source where appropriate and will be made available to the JISC and the wider educational community. All project documentations, except potential sensitive budget and personnel information will be made available in the public domain via project wiki, website and reports to JISC.

## 2.6 Sustainability issues

The computing course at the OU is presented twice a year and will continue to offer all worthwhile activities. There is a strong interest to their CETL Centre for Open Learning of Mathematics, Science, Computing and Technology (COLMSCT) and other computing courses. At Leicester the Archaeology course team is committed to continuing to use the SL activities 3 times per year. At Leicester, we have at least 6 course teams 'in waiting' keen to use the SL Zoo for their students, and all outcomes will be disseminated immediately and on an ongoing basis to all university teachers across all disciplines and modes of learning. The Media Zoo at Leicester forms a key part of its sustainability strategy. It is a physical and virtual arena to promote and enable engagement of all staff at the University of Leicester in the complex issues of enhancing student learning through new technologies and pedagogies, by providing research based evidence. The Zoo has enabled a strong link with staff development, the library and critically important- the Student Union. TwoFour Learning will benefit by strong embedding in pedagogical understanding through MOOSE developments which will increase their capacity for working successfully with other HE institutions on SL projects. As MOOSE focusses on pedagogical and learning models (rather than the specific MUVE chosen) we will share results with projects using other platforms. Professor Salmon is linked with two other SL related bids in this call and will ensure synergy in the event they are funded.

## 3. Engagement with the community

### 3.1 Identification and engagement with the user and stakeholder community and their continued engagement

MOOSE's primary user community is the students and tutors on the two modules identified. The wider stakeholders include senior managers, PVCs and HoDs, VLE developers, learning resource and library staff, learning technologists and staff developers. The Stage 1 MOOSE's development activity involved activities and ongoing research with these communities.

**Table 3.1a: Stage 1 UIDM Activities**

No	Event	Activity
1	Teaching Enhancement Forum at UoL	Users were directly consulted about the potential for 3D environments for learning during the 2006-07 and 2007-08 (ongoing) academic years as part of the Teaching Enhancement Forum meetings at UoL. About 40 academics and support services staff (see above) took part in these fora.
2	Brainstorming sessions at UoL	As part of the Media Zoo activities, a session was conducted with stakeholder community comprising of members of staff from the Learning Resources Centre, Staff Development Centre and IT Services.
3	Course survey at the OU: Empirical investigations of a Computing course involving group-working using Wikis	Students' feedback on the role of Wiki in collaborative requirements development and in their learning was elicited through reflective questions on the OU's post graduate course Software Requirements for Business Systems. Other data collected and analyzed were: content on discussion forum, e-mails from students' (15) and tutors (14) on their Wiki experiences.
4	Meetings with course teams at the OU and UoL	Course team members' and HoD's views on the how activities in 3D environments can add value to student learning obtained at course team meetings and specially arranged meetings with module coordinators. Stakeholders such as course team chairs, course managers and module coordinators were involved in the development of bid.
5	Research projects	
5a	IMPALA (2006 – 2008) (UoL + 4 HEIs) Lecturers and students involved in developing and using podcasts to learning	Uses of podcasts to enhance learning; Pedagogically appropriate creation and integration of sound files into course content; Uses of portable devices for learning purposes; Personalization; Development of pedagogical models.

5b	ADELIE (UoL) (2006 – 2007) (lecturers) (e-learning + institutional embedding)	E-learning redesign for task-based active participation; Implementation and buy-in of pedagogical change and innovation; Timed, structured interventions with course teams to build institutional capacity (“CARPE DIEM”); Development of assessment models; E-moderator training.
5c	PROWE (OU+ UoL) (2005 – 2007) (lecturers) (wikis for academic communities)	Potential for Web 2.0 technologies to support professional development needs of remotely-located, part-time tutor communities; Use of Wikis/blogs for collaborative work and sharing teaching resources; Develop understanding of nature of communities; Identify barriers and role of cultural factors in adoption.

**Table 3.1b: Stakeholder/User needs key suggestions:**

Stakeholder/User	Suggested pedagogical purpose of MUVes	MOOSE pilot
Teaching Staff	learning, teaching, student support	YES
	virtual classrooms & tutorial events	YES
	counselling & pastoral care	NO
	exhibiting artefacts and/or learning objects	YES
	simulating events or replicating structures	YES
	virtual experiences e.g. workplace	YES
	peer interaction especially where extensive collaboration required	YES
	simulations of inaccessible/unethical examples or practice	NO
	equivalence of distance students compared to campus	NO
	Integrated with other e-services and resources	YES
Researchers	Need to train/develop academic/teaching staff	YES
	Need to pilot before rolling out on wider scale	YES
	Need to establish appropriateness for topics and discipline	Comparison of 2
Technologists	Need to establish stability of technology/accessibility	Pilot only
	Need to ensure high level of technology support	Pilot only
	Need to understand creating & programming	YES

### 3.2 Project Evaluation plan

MOOSE will be reviewed by an external evaluator thrice during the period of the project, to examine the overall progress against targets and work packages. The evaluator will have access to the progress reports, research plan and findings and financial administration documents as well as the MOOSE wiki, blog and website. The evaluations will be scheduled to enable reporting to the steering group.

Table 3.2 a: Evaluation Questions

Timing and significance	Factor to evaluate	Issue	Methods	Measures of success
End of April 2008	Completion of WPs 1 & 2	Timeliness Appropriateness Links with other projects Commencement of dissemination	Direct access to project staff & reports and demonstration of in-world designs	Successful completion & forward plans
End of August 2008	Completion of WP 3 and 1 <sup>st</sup> 4 activities of WP4	Quality operation of pilot teaching and engagement of users in research	Direct access To course tutors and researcher	Successful completion & forward plans
December 2008	Completion of WPs 4,5 and 6 & overall project	Shareable models and demonstrator Overall targets and user needs met	Viewing of Resources Completion reports	Overall objectives completed to budget and ontime

### 3.3 Dissemination strategy

Dissemination will be far reaching *via* a blend of face-to-face and online opportunities. The target group is academics, practitioners, learning technologists and policy and decision makers in HE. However, we believe that the findings will also be of interest across educational sectors especially FE and to industry and commerce. The exemplars and demonstrators from MOOSE will be available in a highly accessible form

The Media Zoos will be the focal point for dissemination and a supportive experimental environment to facilitate transfer of understandings. The Media Zoos are in a physical space, a web dissemination space ( <a href="http://www.le.ac.uk/beyonddistance/mediazoo">www.le.ac.uk/beyonddistance/mediazoo</a> ) and a 3-D multimedia space on Second Life.
The MOOSE blog and wiki will be available from Day 1.
Publications, guidelines and reports for use in workshops and events & short Second Life videos will be available from WP 2 onwards online and inworld
Conference presentations and workshops – online and offline including seminar series and workshops at Leicester, through the HEA Pathfinder projects, Subject Centres, CETLs, NTF network, Professor Salmon's keynote speeches and the Learning Futures conference series at Leicester, all relevant JISC and BECTA events. BDRA will attend and present findings and/or workshops at a minimum of Online Educa Berlin 08 & ALT-C 2008, while OU colleagues will present papers at British Computer Society's HCI Conference in 2008 and the ACM-CHI conference 2009.
Fortnightly podcasts on experiences by learners and partners from WP2 onwards
The CULN network, led by University of Leicester will provide dissemination to FE. CULN represents the single largest grouping of FE and HE institutions in the central Midlands.
Publication in planned book by Gilly Salmon 'Learning Futures' (agreed with McGraw Hill for publication late 2008) and in peer reviewed journals (Interacting with Computers, International Journal of Computer-Human Interaction, British Journal of Educational Technology and ALT-J).
Dr Minocha is a COLMSCT (CELT) Teaching Fellow and in that role she will ensure that the results of this project are disseminated to a wide audience within the OU.

#### 4. Budget

<b>Directly Incurred</b>	<b>Apr 07– Mar 08</b>	<b>Apr 07– Mar 08</b>	<b>TOTAL £</b>
<b>Staff</b>			
<b>Post, Grade, No. Hours &amp; % FTE</b>	<b>£</b>	<b>£</b>	<b>£</b>
Dr Ming Nie - Second Life Educational Developer & Researcher for 9 months at 100% FTE	£2,826.08	£25,434.68	£28,260.76
Second Life Technical Developer for 15 days at £200 per day	£750.00	£2,250.00	£3,000.00
Support for Tutor(s) delivering module on SL for 10 days at £160 per day	£400.00	£1,200.00	£1,600.00
Dr. Shailey Minocha - Sr Lecturer (OU) for 12 months at 10% FTE	£1,493.50	£4,480.50	£5,974.00
<b>Total Directly Incurred Staff (A)</b>	<b>£5,469.58</b>	<b>£33,365.18</b>	<b>£38,834.76</b>
<b>Non-Staff</b>	<b>Apr 07– Mar 08</b>	<b>Apr 07– Mar 08</b>	<b>TOTAL £</b>
Travel and expenses (for project team & Steering group members)	£150.00	£400.00	£550.00
Hardware/software	£0.00	£0.00	£0.00
Dissemination (via web - blog, wiki and website, plus conference dissemination)	£600.00	£1,200.00	£1,800.00
Evaluation (External evaluator for 3 days at £300 per day)	£0.00	£900.00	£900.00
Other	£0.00	£0.00	£0.00
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£750.00</b>	<b>£2,500.00</b>	<b>£3,250.00</b>
<b>Directly Incurred Total (A+B=C)</b>	<b>£6,219.58</b>	<b>£35,865.18</b>	<b>£42,084.76</b>
<b>Directly Allocated</b>	<b>Apr 07– Mar 08</b>	<b>Apr 07– Mar 08</b>	<b>TOTAL £</b>
<b>Staff:</b> Prof Gilly Salmon for 12 months at 10% FTE	£2,074.73	£6,224.18	£8,298.91

<b>Staff:</b> Dr Palitha Edirisingha for 12 months at 10% FTE	£1,214.30	£3,642.90	£4,857.20
Estates costs for Open University	£1,194.75	£3,584.25	£4,779.00
Estates costs for University of Leicester	£784.05	£2,352.19	£3,136.24
Other	£0.00	£0.00	£0.00
<b>Directly Allocated Total (D)</b>	<b>£5,267.83</b>	<b>£15,803.52</b>	<b>£21,071.35</b>
<b>Indirect Costs (E)</b>	<b>£8,017.14</b>	<b>£24,051.41</b>	<b>£32,068.55</b>
<b>Total Project Cost (C+D+E)</b>	<b>£19,504.55</b>	<b>£75,720.11</b>	<b>£95,224.66</b>
<b>Amount Requested from JISC</b>	<b>£8,198.38</b>	<b>£41,801.62</b>	<b>£50,000.00</b>
<b>Institutional Contributions</b>	<b>£11,306.17</b>	<b>£33,918.49</b>	<b>£45,224.66</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC 52.5%</b>	<b>Partners 47.5%</b>	<b>Total 100.0%</b>

## 5. Previous experience of the project team

### University of Leicester

Gilly Salmon, project leader is Professor of E-learning & Learning Technologies, National Teaching Fellow, author of E-moderating, E-tivities and Learning in Groups; researcher and practitioner in networked and online learning; Leicester project director of PROWE (JISC funded), e-learning Benchmarking pilot 2006 (HEFCE funded); ADELIE 2006 – 2007 (pathfinder HEA funded); and PI for Informal Mobile Podcasting And Learning Adaptation (IMPALA, HEA funded). Prof. Salmon directs the Beyond Distance Research Alliance and has set up the Media Zoo. She was previously 16 years at the OU Business School.

**Dr Palitha Edirisingha** is Lecturer in E-Learning, Beyond Distance Research Alliance. Co-Investigator of the IMPALA and IMPALA 2 projects (HEA funded, 2006-8). Previously, Senior Researcher on Widening Access and Success research project at Kingston University (AP funded 2002-4). PhD at the Open University (Educational Technology 1997).

**Dr. Ming Nie** is Research Associate on the IMPALA 1,2 and 3 projects (2006 -8), path breaking projects investigating the impact of Podcasting on student learning in UK HE/ Ming has also contributed her expertise in the pedagogy of Podcasting to the SEAL project, which aims to explore viable and preferred futures for learning in formal education through and with the *Second Life* environment. PhD from Middlesex University (cultural context and distance learning) 2006.

### The Open University, UK (collaborating partner)

**Dr Shailey Minocha** is Senior Lecturer in Human-Computer Interaction in the Department of Computing of the Open University (OU). She researches the pedagogical effectiveness and usability of blogs, wikis and podcasts in distance education including reflective learning, blogging and podcasting. Her 2-year Teaching fellowship commences in Jan 2008 with the CETL 'COLMSCT' for the 'Investigating 3-D Multi-user Virtual Environments for their Pedagogical Effectiveness' project. She is an Academic Advisor to OU's VLE Team.

### Project Steering Group

Professor David Hawkrige, Emeritus Professor of Applied Educational Sciences, Open University  
 Professor John Fothergill, Pro-Vice Chancellor for Teaching and Learning, University of Leicester  
 Professor Darrel Ince, The Open University  
 Dr Steven Warburton, King's College, University of London  
 Mr Richard Wallis, TwoFour Media.

## APPENDIX A:

### References:

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Guest, T. (2007) *Second Lives: A Journey Through Virtual Worlds*, London: Hutchinson.

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## APPENDIX B:

### Letters of support:

#### 1. University of Leicester (lead partner)



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**Professor John C. Fothergill**  
**Pro-Vice-Chancellor**

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26 September 2007

To  
JISC  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD

Fielding Johnson Building  
University Road  
Leicester LE1 7RH · UK  
Tel: +44 (0) 116 252 2323  
Fax: +44(0) 116 255 8691  
Email: john.fothergill@le.ac.uk

Dear Madam / Sir

**Ref: JISC Circular 02/07: Appendix F Next generation Technologies and Practices Call, Phase 2**  
**a) *Projects to develop and /or adapt next generation technologies and practices, in order to undertake small-scale pilots***

I have pleasure in providing a letter of support for the proposed pilot project known as 'MOOSE' for consideration under the 'next generation technologies and practices' call.

The MOOSE (Modelling for Second Life Environments) project is to be carried out by the University of Leicester (as lead partner) and The Open University (as collaborating partner). It investigates the scaffolding and processes needed to enable groups of students from formal HE environments to establish their socialisation and engagement for more productive information and knowledge exchange, and learning through the medium of online 3D environments.

In this context, MOOSE builds on earlier and ongoing implementation and research into pedagogy and learning technologies at the University of Leicester and the Open University; as well as draws on the institutions' continuous strategic engagement with the needs of users, user communities and other stakeholders. The learner-groups chosen for the delivery of modules in online 3D environments are:

- a) *Archaeological Theory (AR 2051D)*, which is a distant-taught Level 2 module in the School of Archaeology and Ancient History at the University of Leicester, and
- b) *Data, Computing and Information (M150)*, which is a level one course in the Department of Computing at the Open University.

MOOSE has a very comprehensive dissemination strategy, which Leicester University fully supports. The collaborating partner has confirmed their support for MOOSE and their willingness to widely disseminate its findings.

At the University of Leicester, MOOSE will be implemented by our Beyond Distance Research Alliance (BDRA), a research centre led by Gill Salmon, Professor of e-learning and learning technologies. BDRA is a strong, highly qualified and experienced research team that has worked together and successfully delivered previous projects.

I fully support this application and I earnestly hope that you will be able to fund it.

Yours sincerely,

A handwritten signature in black ink that reads "John C Fothergill". The signature is written in a cursive style and is positioned to the left of a vertical red line.

## 2. Open University



**The Open University**

### **Mathematics and Computing**

The Open University  
Walton Hall  
Milton Keynes  
United Kingdom  
MK7 6AA

Te +44 (0) 1908 652892  
Fax +44 (0) 1908 652410  
mcs-dean@open.ac.uk  
www.open.ac.uk

24 September 2007

Ref: HMR/LCB/SM

JISC  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD

Dear Sir/Madam,

### **JISC Capital Programme, Users and Innovation: Next Generation Technologies and Practice Call**

I have pleasure in confirming institutional support for The Open University's *MOOSE (Modelling for Second Life Environments)* bid to the JISC Capital Programme - Users and Innovation and for the Next Generation Technologies and Practices Call.

The work would be led by Professor Gilly Salmon at the University of Leicester and will be supported by Dr Shailey Minocha in the Department of Computing of the Open University. However, it will involve participants from across the University and particularly the courses on which this project will be conducted. The Open University has been at the forefront of the use of technology in support of:

- Learning and Teaching
- Library and Information Services
- Research
- Administration and Networking

We are committed to bringing to the project whatever expertise is required.

The University already have a major remit to deploy technology for the support of all our processes. In particular, the University has made a major investment in the development and deployment of a virtual learning environment based on the open source Moodle learning management system. The University is particularly conscious of the significant impact of 3-D multi-user virtual environments such as Second Life (to which the project relates to) on the Teaching, Learning and Creative Expression in Higher Education in the next couple of years. Use of next generation technologies are central to the learning and teaching at the Open University and there has been a steady convergence of our projects and developments with those of the rest of the JISC community.

We believe that we can offer a project that is effective in demonstrating the pedagogical effectiveness of virtual worlds, is aligned to JISC objectives and programmes, and which will be carried out with flair and enthusiasm by expert teams at the Open University and at University of Leicester.

Yours faithfully

A handwritten signature in black ink that reads "Hugh Robinson". The signature is written in a cursive, flowing style.

Professor Hugh Robinson  
Dean and Director of Studies

## Appendix C

### FOI Withheld Information Form

**This is to confirm that both the institutions applying for funding for the MOOSE project have no objections to 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 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

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Example:

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
2.4	s.43 Commercial Interests	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed, by making this information available to competitors.