

Annex A - Proposal Cover Sheet: U&I Next Generation Technologies and Practice Phase 2 Call

Cover Sheet for Proposals <i>(All sections must be completed)</i>			
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:		Leeds Metropolitan University	
Name of Proposed Project:		Sounds Good: Quicker, better assessment using audio feedback	
Name(s) of Project Partner(s):			
Full Contact Details for Primary Contact: Name: Bob Rotheram Position: National Teaching Fellow, Reader in Assessment, Learning and Teaching Email: b.rotheram@leedsmet.ac.uk Address: Office of Pro-Vice-Chancellor (ALT), Leeds Metropolitan University, Room 205 Old School Board, Calverley Street, LEEDS, LS1 3ED Tel: (Office) 0113 812 9045; (Mobile) 07824 482506 Fax: 0113 812 8542			
Length of Project:		6 Months	
Project Start Date:		January 2008	
Project End Date:		July 2008	
Total Funding Requested from JISC (58%):		£35,038.59	
Funding Broken Down over Financial Years (Apr–Mar):			
Apr07 – Mar08		Apr08 – Mar09	
£16,971.19		£18,067.40	
Total Institutional Contributions (42%):		£23,359.06	
Outline Project Description This pilot project is a stepping-stone towards providing richer feedback for learners <i>and</i> saving assessors' time, a highly-attractive prospect in all sectors of education. It builds on exploratory work by Bob Rotheram, National Teaching Fellow (NTF), using MP3 files for summative			

feedback on student assignments on a postgraduate programme. The earlier study (Rotheram 2007) indicated benefits for students: feedback which was more extensive, clearer, more personal and easily-accessible. Staff also benefited: saving time by speaking rather than writing the feedback. Students were very positive about the experiment. Now, a substantial number of Leeds Met Teacher Fellows and NTFs, recognised for their excellence, will investigate further, widening the focus to both formative and summative feedback in various disciplines at different educational levels. The experimentation will include delivering digital sound files containing feedback to students via a virtual learning environment, email and mobile devices. Project outputs will include:

- a reflective project blog, available to the EMERGE community;
- contributions (as appropriate) to the e-Framework semantic wiki;
- practice guidelines (written and as podcasts) for practitioners wishing to use digital audio for feedback to students;
- advice on integration of digital audio feedback into a widely-used virtual learning environment (Blackboard Vista);
- a project report for JISC;
- conference and workshop presentations (e.g. ALT-C, HE Academy, SEDA) (if accepted);
- a paper submitted to a peer-reviewed journal.

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

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
None		

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

Project Title: Sounds Good: Quicker, better assessment using audio feedback

Lead Institution: Leeds Metropolitan University

1. Project Summary

1.1 This pilot project is a stepping-stone towards providing richer feedback for learners *and* saving assessors' time, a highly-attractive prospect in all sectors of education. It builds on exploratory work by Bob Rotheram, National Teaching Fellow (NTF), using MP3 files for summative feedback on student assignments on a postgraduate programme. The earlier study (Rotheram 2007) indicated benefits for students: feedback which was more extensive, clearer, more personal and easily-accessible. Staff also benefited: saving time by speaking rather than writing the feedback. Students were very positive about the experiment. Now, a substantial number of Leeds Met Teacher Fellows and NTFs, recognised for their excellence, will investigate further, widening the focus to both formative and summative feedback in various disciplines at different educational levels. The experimentation will include delivering digital sound files containing feedback to students via a virtual learning environment, email and mobile devices. Project outputs will include:

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- advice on integration of digital audio feedback into a widely-used virtual learning environment (Blackboard Vista);
- a project report for JISC;
- conference and workshop presentations (e.g. ALT-C, HE Academy, SEDA) (if accepted);
- a paper submitted to a peer-reviewed journal.

2. Appropriateness; Fit with Programme Objectives; Value to the JISC Community

2.1 The National Student Survey consistently reports that assessment and feedback are the aspects of their experience which students in higher education find least satisfactory (HEFCE 2007). So a project like 'Sounds Good', concerned with feedback on assessment, is on important territory. 'Sounds Good', involving exploration of the potential of digital audio for feedback to students, is clearly consistent with Phase 2 of the Users and Innovation (U&I) programme's Next Generation Technologies and Practices strand, which is "dedicated to the investigation and application of next generation technologies across teaching, learning and research" (Call, Appendix F, p.1).

2.2 The call seeks projects which draw upon the U&I development model (UIDM) (Figs. 1 and 2).

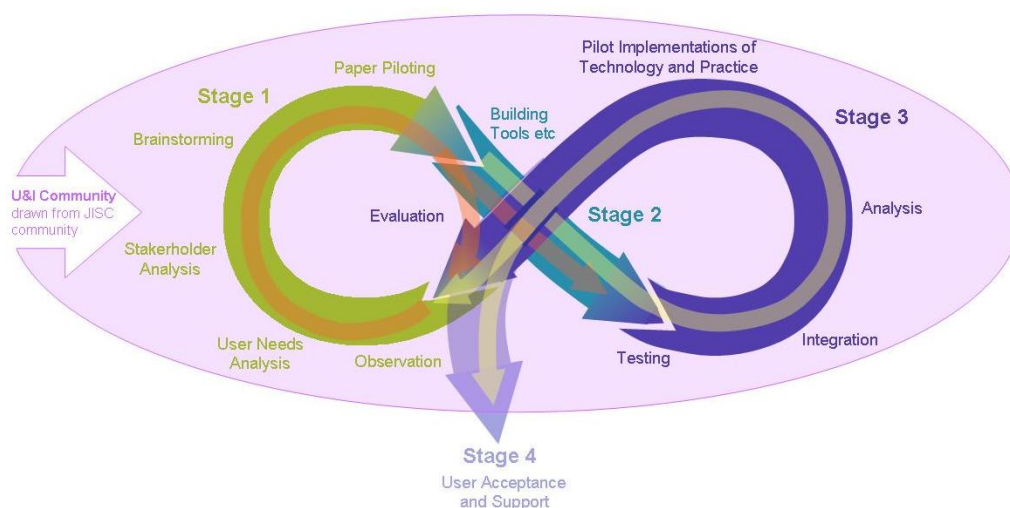


Figure 1: U&I development model figure-of-eight

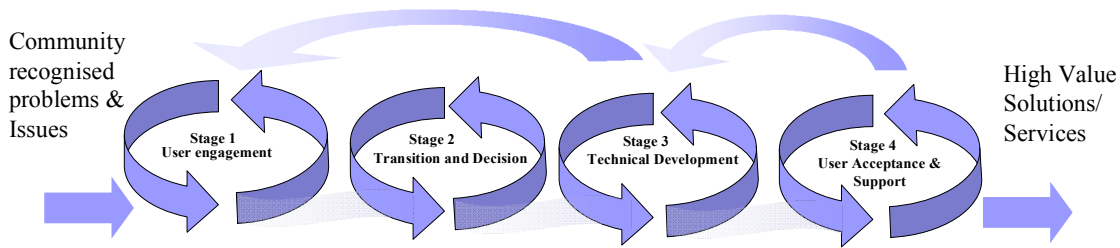


Figure 2: Linear representation of UIDM in four stages

- 2.3 'Sounds Good' clearly uses the UIDM, in both representations. (Cross-references to the UIDM, below, appear *in italics*.) To experienced teachers, it is a '*community recognised problem*' (Figure 2) that providing assessment feedback is labour-intensive when, as now, student-staff ratios are high and, as is common, the feedback is in writing. In such circumstances there is pressure to keep feedback brief, with the risk that it may not be particularly helpful to students. Moreover, it is quite common for such feedback as is provided to be misunderstood, ignored or not even collected. Rotheram (2007) *observed* (Figure 1, Stage 1) this to be true in his experience and that of colleagues. *User needs* and *stakeholder analysis* suggested there could be benefits to students and staff if ways could be found to provide richer feedback more quickly. Rust (2001) recommended giving feedback via audio-cassette. However, this technique has never been widely adopted and cassette technology is becoming obsolete. *Brainstorming* led to the idea of experimenting with providing oral (rather than written) feedback via easily-distributable and widely-accessible MP3 files.
- 2.4 The earliest *piloting* and *tool-building* (Figure 1, Stage 2) involved work with open-source software, 'Audacity' and the 'LAME' encoder, and a headset connected to a PC. These tools were *tested* (Stage 3) by using them to provide assignment feedback to a group of Postgraduate Certificate of Higher Education (PGCHE) students who were also HE teachers. *User engagement* (Figure 2, Stage 1) was achieved by asking the students what they thought of the feedback they received as an MP3 file attached to an email. Reaction was very positive (Rotheram 2007), with students noting the increased quantity of feedback and the richer nature of spoken, rather than written, comments on their assignments. Several remarked that they wished to use the approach in their own work as teachers.
- 2.5 However, further *user analysis* revealed that using Audacity with a headset was not particularly simple or user-friendly and necessitated being linked to a computer during recording, factors which would be barriers to wider adoption. Rotheram therefore piloted different *implementations of technology*: two models of MP3 recorder. One of these produced excellent quality recordings and proved easy to use in various locations. Rotheram noted that, after a little practice, he was saving time by audio-recording rather than writing his feedback.
- 2.6 So this experimental work produced encouraging results, with benefits which were appreciated by students and staff. Informally, several members of the EMERGE community and readers of Rotheram (2007) have also commented positively and shown interest. That said, the work to date has been very small-scale and limited to one programme. The obvious next step is to broaden and scale up the piloting, repeating the journey through Stages 1-3 of the UIDM while using various methods of quickly producing and delivering rich-content audio files in various formats, through a number of channels, to suit learners' differing needs and preferences. The current proposal, 'Sounds Good', will do this at Leeds Met, an excellent test bed. The university is a large HEI with a very diverse student population and wide portfolio of programmes. The topic – trying to improve feedback to students whilst saving staff time – is potentially relevant to many settings. In addition, the project will concentrate on generic issues. Therefore results are likely to be of interest, and applicable, to many other HE and FE institutions.
- 2.7 A special, positive feature of Leeds Met is its strong commitment to enhancing assessment, learning and teaching (ALT), under the leadership of Prof Sally Brown, Pro-Vice-Chancellor. One indicator of this commitment is the network of over 40 University Teacher Fellows, staff recognised for their excellence as teachers and supporters of learning whose responsibilities include the development of assessment, learning and teaching. Another sign of institutional commitment is the

promotion of 'Technology-Enhanced Learning' in Section 1 of Leeds Met's ALT Strategy document, 'Priorities for 2007-8'.

- 2.8 'Sounds Good', managed by Bob Rotheram, National Teaching Fellow (NTF), will involve up to 20 National and University Teacher Fellows, working in different disciplines and teaching at different levels, in further piloting the use of digital audio. The proposal has strong backing from Prof Brown (see supporting letter). Hence the chances of embedding and sustaining the work are very good indeed.

3. Proposal and Workplan

- 3.1 The proposal is a *pilot*, i.e. "a project that tests and evaluates the design, performance and potential use of technologies and practices that have been explored in earlier steps of the U&I development model" (Circular 02/07, Appendix F, p.4). It fits exactly the expectations of a pilot that "the aim [should be] to gather lessons on its use and evaluate it in a live environment with real users" (ibid.) and that "outputs may feed back into further iterations of prototype activity within the U&I development model."
- 3.2 'Sounds Good' will be a six-month project beginning in January 2008. Between 10 and 20 Leeds Met University Teacher Fellows and NTFs, each of whom will be teaching students during Semester 2 of 2007-8, will be equipped and trained in one of four methods of producing digital audio feedback on student coursework assignments:
- an MP3 recorder;
 - a digital recorder which outputs in a common non-MP3 format (e.g. WMA);
 - Audacity and the LAME encoder;
 - 'WIMBA' voice tools (available via the University's virtual learning environment).
- 3.3 Each Teacher Fellow and NTF will be supported in providing assignment feedback (formative and summative) to a selection of their students. In addition, one Teacher Fellow (Simon Thomson) will experiment with an 'out-of-the-box' Apple laptop audio production tool which claims ease of access and portability. Efforts will be made to ensure that students are drawn from differing types of programme (e.g. full- and part-time, with and without placements) and at different educational levels. On one programme already identified for inclusion, there are language barriers between staff and students. Will recorded digital audio feedback help to overcome these barriers? Methods of delivering the assignment feedback will include Leeds Met's virtual learning environment (Blackboard Vista), email and mobile devices already issued to students via the 'Assessment and Learning in Practice Settings' (ALPS) Centre for Excellence in Teaching and Learning (CETL) in which Leeds Met is a partner.
- 3.4 During the project, the Teacher Fellows will each monitor and evaluate the experience of providing formative and summative feedback via digital audio to a cohort of students on one piece of coursework. The data gathering will include administering questionnaires to students and running focus groups of learners. In addition, the project managers will, via questionnaire and interview, periodically poll the Teacher Fellows as to their experience on the project. There will be some evaluation throughout and, if appropriate, the project design will be amended. However, most evaluation will occur in May-June 2008, after students' coursework has been returned and they have provided comments on the experience. The project report will be completed by July 2008. Throughout the project a reflective blog will be maintained within EMERGE, as a means of communicating with the U&I project team and the EMERGE community. Depending on outcomes and future funding opportunities, a bid for a larger-scale demonstrator project may follow.
- 3.5 The **project management** arrangements are that 'Sounds Good' will be led by Bob Rotheram, National Teaching Fellow and Reader in Assessment, Learning and Teaching, who has wide experience in the use of ICT in education. He has project management experience dating from 1988 and which includes his National Teaching Fellowship Project, developing the *Social Policy Question Resource (SPQR)*, 2002-5 (see CV). Bob Rotheram will be assisted by Simon Thomson, Principal Lecturer, University Teacher Fellow and Apple-certified trainer who is highly experienced in the production and use of digital audio and video. Bob will devote at least 20 days to the project, 10 of which will be reserved for JISC programme-level work and involvement in the U&I community. Simon will devote at least 10 days to the project. Also assisting, mainly with using the mobile devices, will be Dr Jill Taylor, National Teaching Fellow and Leeds Met ALPS CETL

Teaching Fellow. Nine other Teacher Fellows and a further National Teaching Fellow (Prof Phil Race) have already been recruited and, given the size of the pool and positive spirit, the prospects of further high-calibre colleagues joining the project team are very healthy. No new appointments will be needed. This will simplify communication and the arrangements for project management, as well as avoiding delay.

3.6 The **process and timescale** for 'Sounds Good' is represented in the following table:

Activity	01/08	02/08	03/08	04/08	05/08	06/08	07/08
Recruit Teacher Fellows (TFs)	■						
Train TFs to use equipment	■	■					
Select student groups, decide assignments to be included	■	■					
Provide formative and summative feedback via digital audio		■	■	■	■		
Gather data on TF and student experience		■	■	■	■	■	
(Main) data analysis			■	■	■		■
Write project report					■	■	■
Produce practice guidelines					■	■	■
Maintain reflective project blog	■	■	■	■	■	■	■

3.7 The UIDM will continue to be used during the project. For example, there will be further *stakeholder* and *user needs analysis* (Stage 1) once all the participating staff and students have been determined. Digital audio recording tools will be obtained or *built* (Stage 2), *implemented* and *tested* (Stage 3). Throughout, the experience will be *analysed* (Stage 3) and, where appropriate, fed back into a further circuit of all or part of the UIDM.

3.8 A **risk analysis** produces the following table, which shows no insurmountable obstacles or contingencies fatal to the project.

Risk factor	Severity	Likelihood	Mitigating action
Project leader unavailable	High	Low	Appoint Simon Thomson, an able deputy
Failure to recruit Teacher Fellows	Medium	Low	Approach other teachers
Some Teacher Fellows drop out	Medium	High	Recruit more than the minimum of ten
Difficulties with audio recording devices	Medium	Medium	Learning technologists to assist. Switch to other device(s)
Difficulties with delivery of audio files	Medium	Medium	VLE and ALPS/CETL specialists to assist. If difficulties cannot be solved, use channels which <i>do</i> work.
Students not available to give comments	High	Low	Forward planning which involves students
Teacher Fellows lack time to analyse data	Medium	Medium	Analysis done by project leader

Project leader lacks time to write report	Medium	Low	Share task with Simon Thomson
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4. Engagement with the Community

4.1 As indicated above, the preliminary pilot work engaged well with its community of learners (students on a PGCHE programme who were themselves university teachers). Their comments were informative and encouraging. Responses have also been received from readers of Rotheram (2007). The experience and findings of the first pilot have been discussed online and face-to-face in the EMERGE U&I community of practice in recent months. The clear message is that the idea of providing feedback to students via MP3 files is worth pursuing because it is likely to benefit learners and their teachers. The current proposal stems directly from all this engagement with relevant communities.

4.2 Leeds Met is aware (from online communications within EMERGE and discussions at 'ALT-C 2007') that at least one other bid about the use of digital audio is likely to be submitted. A joint bid involving Bradford, Hertfordshire, Leeds Met (and possibly other universities) has been discussed and there is a plausible rationale for such a joint venture. However, despite cordial relations with staff at Bradford and Hertfordshire, Leeds Met prefers to make its own bid. The main reason is a wish to keep things simple at this stage. The proposal for 'Sounds Good' is relatively small and it is felt that being part of a larger project would lead to extra complexity and expense whilst not necessarily delivering greater value for money.

4.3 If both projects on digital audio are funded, Leeds Met staff would, of course, continue to liaise with the other project and happily share results. Bob Rotheram is an established member of the U&I community who is keen to continue contributing to it and to the wider activities of JISC.

4.4 Project **outputs** will include:

- a reflective project blog, available to the EMERGE community;
- contributions (as appropriate) to the e-Framework semantic wiki;
- practice guidelines (written and as podcasts) for practitioners wishing to use digital audio for feedback to students;
- advice on integration of digital audio feedback into a widely-used virtual learning environment (Blackboard Vista);
- a project report for JISC;
- conference and workshop presentations (e.g. ALT-C, HE Academy, SEDA) (if proposals are accepted);
- a paper submitted to a peer-reviewed journal.

4.5 Leeds Met will not claim rights to intellectual property created during the project. Findings will be freely available for educational use.

5. Budget

5.1 In the table below, the project manager/principal investigator is Bob Rotheram, deputy project manager/researcher is Simon Thomson; researcher is Dr Jill Taylor.

Directly Incurred Staff	April 07-March 08	April 08-March 09	Total £
Project manager/principal researcher. Grade 9, 150 hours, 9% FTE	2263.75	3395.62	5659.37
Deputy project manager/researcher. Grade 8, 75 hours, 5% FTE	839.93	1259.89	2099.82
Researcher. Grade 9, 37.5	669.77	586.05	1255.82

hours, 2% FTE			
Teacher Fellows (various). Grade 8, 750 hours, 45% FTE	10499.09	10499.09	20998.18
Admin. support. Grade 3, 37.5 hours, 2% FTE.	280.78	245.68	526.46
Other staff time. Grade 7, 90 hours, 5% FTE.	1025.53	1025.53	2051.06
Total Directly Incurred Staff (A)	15578.85	17011.86	32590.71
Non-Staff	April 07-March 08	April 08-March 09	Total £
Equipment (MP3 and other digital audio recorders)	3,000	0	3000
Evaluation: Data gathering (questionnaires, focus groups, etc.) and analysis	900	900	1800
Dissemination: Conference expenses (2@£625)	0	1250	1250
Hospitality for focus groups	500	500	1000
Travel, inc. to 2 JISC meetings	200	300	500
Consumables/office costs/reprographics	500	500	1000
ALPS/CETL mobile devices, data packages	2500	2500	5000
Total Directly Incurred Non- Staff (B)	7600	5950	13550
Directly-Incurred Total (A+B=C) (C)	23178.85	22961.86	46140.71
Directly Allocated	April 07-March 08	April 08-March 09	Total £
Estates (0.64 FTE)	769	1025	1794
Directly Allocated Total (D)	769	1025	1794
Indirect Costs (E) (0.64 FTE)	5363	7151	12514
Total Project Cost (C+D+E)	29310.85	31137.86	60448.71
Amount Requested From JISC	16971.19	18067.40	35038.59
Institutional Contributions	12339.66	13070.46	25410.12
Percentage contributions over the life of the project	JISC 58%	Leeds Met 42%	Total 100%

5.2 This represents excellent value for money. The central idea being explored is a good one, with wide potential applicability. The funds sought from JISC are modest. The substantial team of project staff are all high-calibre teachers. The institution is respected for its ALT activity. Extra value is being obtained from previous public investment in a CETL. Leeds Met students are highly likely to benefit from improved feedback on their coursework. Leeds Met project staff will benefit from professional development in providing audio feedback and involvement in the project. The advice on integration within Blackboard Vista should be of interest to many institutions. EMERGE and the wider HE and FE communities will benefit from dissemination of results and publication of practice guidelines.

6. Previous Experience of the Project Team

6.1 Details of the leading members of the project team and the management arrangements have been given in the section on 'Proposal and Workplan'. The case was made there that the previous experience of the team is highly appropriate. Moreover, all project staff are first-rate teachers and supporters of learning, recognised and supported as such by their institution. Indeed, three are National Teaching Fellows. The core project team consists of the following people:

- Bob Rotheram: National Teaching Fellow (2002), Reader in Assessment, Learning and Teaching. Main current research interest: computer-assisted assessment. Thirty years teaching and staff development in higher education. Includes 10 years in use of ICT in education. Project management experience includes DHSS-funded *East Midlands Childcare Network Project* (1988-91), National Teaching Fellowship Scheme project *Social Policy Question Resource (SPQR)* (Rotheram 2005).
- Simon Thomson: Principal Lecturer, University Teacher Fellow, Apple Certified Trainer (video post-production). Apple Distinguished Educator. Published paper on holistic assessment processes and held conference workshops on podcasting and mobile device content in an HE environment.
- Dr Jill Taylor: National Teaching Fellow (2007), Principal Lecturer, Leeds Met 'Assessment and Learning in Practice Settings' (ALPS) Centre for Excellence in Teaching and Learning (CETL) Teaching Fellow.

6.2 In addition, the team will contain up to 20 University Teacher Fellows (from a pool of 40+) and:

- Prof Phil Race: National Teaching Fellow (2007), Visiting Professor, Leeds Met. Staff developer and writer on assessment, learning and teaching with a worldwide reputation. Publications include *Making Learning Happen* (2005) and *The Lecturer's Toolkit* (3rd ed.) (2006).

6.3 Further information on the above people is provided in the CVs in the Appendix.

7. References

HEFCE (2007) "Higher education survey reveals continued student satisfaction", www.hefce.ac.uk/news/hefce/2007/nss.htm [Accessed 23.9.07]

Rotheram, B (2005) "Social Policy Question Resource (SPQR): a report" www.swap.ac.uk/docs/learning/SPQRreport.doc [Accessed 23.9.07]

Rotheram, B (2007) "Using an MP3 recorder to give feedback on student assignments", *Educational Developments*, Issue 8.2 (Spring), pp.7-10.

Rust C, (2001), "A Briefing on Assessment of Large Groups", www.swap.ac.uk/docs/ltsn/assess/12largeGroups.pdf [Accessed 23.9.07]

Appendix

Brief Curricula Vitae

Bob ROTHERAM

Contact details

Reader in Assessment, Learning and Teaching, Office of Pro-Vice-Chancellor (ALT), Leeds Metropolitan University, Room 205, Old School Board, Calverley Street, Leeds, LS1 3ED.
Phone: 0113 812 9045. Mobile: 07824 482506. Email: b.rotheram@leedsmet.ac.uk

HE posts held

- 2006- Reader in Assessment, Learning and Teaching, Leeds Metropolitan University. Special focus: computer-assisted assessment (CAA).
- 2005-6 Senior Learning and Teaching Adviser, Nottingham Trent.
- 2002-5 E-Learning Development Manager, Nottingham Trent.
- 1998-2002 Principal Lecturer (Learning and Teaching Coordinator), Nottingham Trent.
- 1994-8 Senior Lecturer in Social Policy, Nottingham Trent.
- 1977-1994 Lecturer / Senior Lecturer in Social Work, Nottingham Trent University. Included 1980-1 on teaching exchange in the US.

National and international activities: a brief selection

- 2007 Member, JISC Users and Innovation EMERGE community.
- 2006- Consultant to three universities (one in Hong Kong) and HE Academy. Topics: learning and teaching awards, reviewing project proposals, remodelling programmes, question-setting for CAA.
- 2006- Member, Planning Committee, Association for Learning Technology conferences (ALT-C 2006, 2007) – includes reviewing session proposals.
- 2002 National Teaching Fellowship. Award used to create the *Social Policy Question Resource (SPQR)*, a CAA facility for UK HE teachers.
- 2000- Many workshop and conference presentations on learning and teaching (especially technology-enhanced learning themes) in UK, USA, Canada, Australia.
- 2000- Member, Institute for Learning and Teaching (ILT) / Fellow, HE Academy.

Project management experience

- 2002-5, National Teaching Fellowship Project: Social Policy Question Resource (SPQR)
- 1988-1991, Project Manager, East Midlands Child Care Network Project (DHSS-funded).

Selected publications

- Rotheram B, (2007) *Using an MP3 recorder to give feedback on student assignments*, **Educational Developments**, Issue 8.2, June, pp.7-10, Staff and Educational Development Association, London.
- Rotheram B, (2005) *Social Policy Question Resource (SPQR): a review*, www.swap.ac.uk/docs/learning/SPQRreport.doc.
- Higham PE and Rotheram B, (2005) "Onwards and Upwards: Continuing Professional Development and Education" – in Burgess HC and Taylor IJ (eds.), *Effective Learning and Teaching in Social Policy and Social Work*, London, Kogan Page.

Simon THOMSON

Contact details

Principal Lecturer, Faculty of Innovation North, Leeds Metropolitan University, Caedmon 105, Headingley Campus, Leeds, LS6 3QS. Phone: 0113 812 7425. Email: s.thomson@leedsmet.ac.uk

HE and FE posts held

2007 – Present: Principal Lecturer and Level M co-ordinator in Innovation North, Faculty of Information & Technology

2001 – 2007: Senior Lecturer (& Teacher Fellow from 2005) in Video Technologies & Special FX

1999 – 2001: Course Leader National Diploma in Media Production, Lecturer on ND & HND Media Production.

1998 – 1999: North Oxfordshire College, Lecturer in Media Production (National Diploma)

Other activities: a brief selection

National groups: Apple Inc – Certified Trainer Group; Apple Certifications Alliance; Apple Distinguished Educator; Society of Digital Artists;

University Groups: Podcast Pilot Group; Teacher Fellow Network; Performance Excellence Working Group;

Faculty Groups: Assessment, Learning and Teaching Strategy Group; Scheme Management Team

Selected publications and other output

Thomson S (2007) “Podcasting Workshop” – Leeds Metropolitan University

Thomson S (2007) - Pedagogy & Technology “Finding a Balance” – Presented at the EFODL conference, Belfast Institute 2007.

Folley D, Parker S, Cope N & Thomson S (2004) - The Pipeline Project: A Holistic Approach to Teaching Multimedia. – Presented at Siggraph 2004 Los Angeles

National Teaching Fellowship nominee 2005

External Examiner 2 institutions

External validation for 5 Foundation degrees (over 3 years)

Consultant for Apple Authorised Training Centres

Dr Jill TAYLOR

Contact details

Principal Lecturer, Faculty of Health, Leeds Metropolitan University, Room 807a, D Building, Calverley Street, Leeds, LS1 3HE. Phone: 0113 812 5819. Email: j.d.taylor@leedsmet.ac.uk

HE and FE posts held

1998-present, Principal Lecturer and Teacher Fellow in Health Sciences, Leeds Metropolitan University.

1996-8, Lecturer in Biology, Trinity and All Saints University College, Leeds.

1994-6, Clinical Skills Teacher, School of Medicine, University of Leeds.

1986, Tutor (0.4), Airedale and Wharfedale College of Further Education, Leeds.

1981-2, Post Doctoral Fellow, Department of Biochemistry, University of Leeds.

1977-81, Research Assistant, Department of Pure and Applied Biology, University of Leeds.

Other activities: a brief selection

National groups: JISC: ELP 1 & 2 project team; JISC Leeds Met 'Streamline' project; Users and Innovation Community of Practice; Assessment and Learning in Placement Settings CETL

University Groups: Academic Board; Regional University Network eLearning Forum; Chair of the IT Academic Liaison group; Key Skills Group; Blackboard Vista training group

Faculty Groups: Assessment, Learning and Teaching Strategy Group; Director of Health Learning Technology Unit.

Selected e-learning publications and other output

Taylor J.D., Eastburn S, Coates C. & Ellis I. (2007) *Leeds Met Mobile Technology Pilots*. HEA Practice Learning and Support SIG meeting, London.

Taylor J.D., Eastburn S, Coates C. & Ellis I. (2006) *Digital technology: Enhancing practice Learning*. JISC RSCYH eLearning Conference, Bradford.

Taylor J.D., Eastburn S, Coates C. & Ellis I. (2006) *Using mobile phones for critical incident assessment in Health placement practice settings*. Third Biennial Northumbria/EARL SIG assessment Conference.

Currant. N., Murray, C., Higginson, C. Taylor, J. D., Raby, S. Hairsine, J. Sykes, R. (2006). *Implementing e-portfolios: technical and organisational issues*. Networked Learning Conference.

Currant. N., Murray, C., Higginson, C. Taylor, J. D., Raby, S. Hairsine, J. Sykes, R. (2006). *Enhancing learner Progression (ELP): Understanding the Learner's perspectives*. Networked Learning Conference.

Moore D. & Taylor J. D. (2001) *Interactive multimedia systems for students with autism*. Journal of Educational Media vol 25 no 3.

(Also many other health-related publications)

Professor Phil RACE

Contact details

Visiting Professor in Assessment, Learning and Teaching, Leeds Metropolitan University, Headingley Campus, Leeds, LS6 3QS. Mobile: 07711 885804. Email: p.race@leedsmet.ac.uk

HE posts held

- 2006- Assessment, Learning and Teaching Visiting Professor, Leeds Metropolitan University.
- 2001-6 Senior Academic Staff Development Officer (part-time): University of Leeds.
- 1999-2001 Programme Director: EBS Certificate in Learning and Teaching in Higher Education.
- 1996-2000 Programme Director: Durham Certificate in Teaching in Higher Education (part-time).
- 1995-6 Visiting Professor, University of Northumbria at Newcastle (part-time).
- 1991-5 Professor: Educational Development, University of Glamorgan
- 1989 Reader: Educational Development, Polytechnic of Wales.
- 1985 Principal Lecturer: Educational Development, Polytechnic of Wales.
- 1980 Senior Lecturer in Physical Chemistry, Polytechnic of Wales.

National and international activities: a brief selection

- 2007 National Teaching Fellowship.
- 1999-2005 Institute for Learning and Teaching (ILTHE): Accreditor, and founder Member (ILTM).
- 1999 SEDA: Roll of Honour award.

Many keynote presentations and staff development workshops on a range of assessment, learning and teaching topics in Canada, Australia, New Zealand, Ireland, Denmark, Egypt, Holland, Ukraine, Hungary, Greece, Norway, Sweden and Singapore in recent years.

External examiner for over 12 universities since 1990.

Publications

Extensive publications list. Best known books include *'Making Learning Happen'* (2005), *'The Lecturer's Toolkit'* (3rd edition) (2006), *'Making Teaching Work'* (2007) (with Ruth Pickford).



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26 September 2007

Dear Sirs

JISC Circular 02/07: Capital Programme Call for Projects

Leeds Met is keen to be engaged in the next tranche of JISC-supported activities outlined in Circular 02/07.

We have a high reputation for our practice in assessment, learning and teaching. Our Assessment, Learning and Teaching Strategy 2005-8 contains focused targets intended to re-energise the curriculum to continue to meet our students' needs fully. Amongst our priorities are efforts to foster a supportive learning environment and rebalance practice to improve formative assessment and feedback to students. In all this activity, we seek to make the best use of information and communication technology and are investing substantial funds to this end. Section 1 of our 'Priorities; 2007-8' document identifies seven different action points which emphasise increasing the take-up of technology-enhanced learning and supporting staff to adopt best practice in this area. Together they amount to a significant expansion of our activity and should lead to notably improved experiences for students. JISC funding would allow us to expand further what we are doing.

We are submitting a variety of bids covering different kinds of initiatives with which we wish to engage. Whether or not Leeds Met is the lead institution, each bid has our full support. In every case, you will see that we are contributing in kind to the proposed project. In several instances, the bid has arisen from, or been improved by, the involvement of our staff in JISC's Users and Innovation community, 'Emerge'.

I am confident that, if funded, we will carry out the proposed activity conscientiously and effectively, delivering the declared outcomes and ensuring that they are fully embedded in our future developments. We would, of course, also participate in the expected JISC programme-level activity and share project results with the wider HE and FE communities.

I look forward to hearing the result of this application in due course.

Yours faithfully

Professor Sally Brown
Pro-Vice-Chancellor
Professor of Higher Education Diversity in Learning and Teaching
Leeds Metropolitan University