

The Office of the Vice-Chancellor  
The University of Hull,  
Cottingham Road,  
Hull  
HU6 7RX

Dear Sir,

The University of Hull fully endorses this project bid for the JISC programme: **Repurposing & Re-use of Digital University-level Content, and Evaluation** led by Kevin Burden of the Institute for Learning. We anticipate a significant impact, institutionally, regionally and nationally, with the successful completion of this module development.

The project team has outlined a proposal to design and develop a completely new module as part of our Post-Graduate Certificate in Teaching and Learning in Higher Education (PGCertHE). This programme, accredited by the Higher Education Academy, is delivered in part-time mode for teaching & learning staff within the University of Hull. At a time when we are increasingly engaging with colleagues in the FE in HE sector, and seeking to increase the opportunities for flexible delivery, this proposed development is expected to act as a significant catalyst for change.


Kevin Burden is currently leading a successful JISC Digitisation Phase I project to develop assisted take-up materials for the Newsfilm Online archive and an associated project for the QIA addressing the needs of Further Education colleagues. Supported in the pedagogical design of these materials by Simon Atkinson, the team have already developed a robust framework tool to assist practitioners in developing teaching and learning activities using digital video archive resources (Newsfilm Online). This approach to staff take-up of digital resources is both grounded in learning theory and practical and pragmatic in implementation.

The team propose to focus on the use, re-use and sharing of digital learning resources by designing learning activities for staff which make active use of existing digitised resources, as well as supporting the re-use and development of new shared resources. By focussing on the PGCertHE programme the project team aim to not only model best practice and demonstrate effective approaches to digital resource based learning but also to ensure the optimum possibilities for dissemination throughout all disciplines.



Professor J W Bruce  
Deputy Vice-Chancellor

## Appendix D - Proposal Cover Sheet

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>			
<b>Name of Initiative:</b>		JISC Re-Purposing and Re-use of Digital University Level Content and Evaluation	
<b>Name of Lead Institution:</b>		The University of Hull	
<b>Name of Proposed Project:</b>		Using Digitised Resources Enhance Learning in Higher Education	
<b>Name(s) of Project Partner(s):</b>			
<b>Full Contact Details for Primary Contact:</b>  <b>Name:</b> Kevin Burden <b>Position:</b> Lecturer/Director Cascade <b>Email:</b> k.j.burden@hull.ac.uk <b>Address:</b> The University of Hull, Cottingham Road, Hull, HU6 7RX  <b>Tel:</b> 01482 466731 <b>Fax:</b>			
<b>Project Start Date:</b> Feb/March 2008		<b>Project End Date:</b> March 2009	
<b>Total Funding Requested from JISC:</b>		£25,000	
<b>Funding Broken Down over Financial Years (Aug-July):</b>			
<b>Aug07 – July08</b>		<b>Aug08 – July09</b>	
£10,500		£14,500	
<b>Total Institutional Contributions:</b>		£5,932	
<b>Outline Project Description:</b> The project will develop a new module as part of the Post-Graduate Certificate in Education in Higher Education. It will be targeted at staff within the University of Hull and will enable them to use, re-use and share digital content. In doing so it is envisaged staff will be more inclined to use such resources in their teaching and will encourage students themselves to use such resources as part of their assessed work. In this way the module will lever additional support for the deployment of digital resources in teaching and learning in Higher Education. Content will be selected from a wide range of sources and will also include the accumulation of new content produced by participants as part of the			

<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>	<b>YES</b>	<b>NO</b>
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>	<b>YES</b>	<b>NO</b>

# JISC programme: Repurposing & Re-use Of Digital University-level Content, and Evaluation (The University of Hull application)

## Introduction:

### 1. Module Outline

#### 1.1. Introduction

Our proposal includes the provision to design and develop a completely new module at masters level (level 7) as part of the existing **Post-Graduate Certificate in Teaching and Learning in Higher Education (PGCertHE)**. This programme, accredited by the Higher Education Academy, run in part-time mode for teaching & learning staff within the University of Hull. The JACS subject code for this module will be X142 (Training Teachers – Higher Education). The module will be designed and validated as a new module through the Institute for Learning, affording the development team the opportunity to incorporate all of the requirements specified in the JISC Call. This will also provide an ideal opportunity to document, as a case study, the entire process of designing, validating, developing, delivering and evaluating an e-learning based module.

#### 1.2 Target student group:

The content of the module will focus on the **use, re-use** and **sharing** of digital learning resources (both tools and assets) in Higher Education. The aim of the module is to enable practitioners on the programme to enhance and develop the student learning experience through the incorporation of these resources into their discipline specific teaching and learning strategies. This approach enables the module to lever additional impact on students across all disciplines represented by encouraging the participants (i.e. academic staff) to better utilise the wealth of digitised resources currently available to the community. The module, delivered entirely online (in line with the Call), will also extend the target cohort to include other learners in and beyond the university, such as students on our existing MEd in e-learning programme (an entirely online programme), and staff in both FE and HE institutions outside of our own university. This will ensure the sustainability of the module beyond the lifetime of this project alone and justify the resources, which will be made available from JISC if the bid is successful.

We believe the module will be especially attractive to staff in other institutions interested in the development of e-learning, and who wish to effectively digital resources into their teaching and learning. By extending the module across institutions, and across disciplines, we believe we will be able to demonstrate the applicability of this module to a significant community. We intend, following successful implementation and evaluation, to further develop this digital resource rich approach and extend provision to postgraduate diploma level qualifications. We believe this module will be extensible and adaptable by other PGCertHE providers and undertake to disseminate its development approaches and results through the relevant interdisciplinary communities.

#### 1.3 Rationale for the module

We propose an entirely new module which has yet to be validated, but we are clear about the broad aims and rationale for its creation. These build upon the work staff from the University of Hull have recently undertaken both for JISC and QIA in developing exemplar materials, guidance and training packages in the use and re-purposing of digital resources. Staff have developed a robust framework tool to assist practitioners in developing teaching and learning activities using digital video archive resources (Newsfilm Online). As part of the development for this module we would plan to extend the framework tool to incorporate the use of a far wider range of resources in order to assist staff (i.e. participants on this module) to incorporate them in teaching and learning strategies. We have extensive experience working with all of the resources from the phase I digitization programme along with a number of tools and tool-sets, which we intend to utilize as part of this module. The main focus of the module will be demonstrate the potential value of incorporating digital tool-sets (and media rich resources in particular) into lecturer' teaching and learning repertoires.

## 1.4 Aim of module:

To enable participants to enhance the quality of the student learning experience, both their own and that of their students, through the effective deployment and creation of digital resources (content and tools) in their teaching practice

## 1.5 Module content and learning outcomes: rationale

We intend to use a substantial amount of the funding available through this bid to design and develop a new module from the ground up. A team of academics and learning developers will work together in the design and development phase to create a truly exciting and engaging set of learning designs. We intend to exploit the various resources (tools and content) already available from existing JISC digitization collections in addition to the content we intend to create ourselves. Our development process will be fully documented and evaluated and serve as a template for future developments of this kind. This approach will serve both as a high quality staff development opportunity with staff will be invited to join the core development team from the existing ranks for the University Teaching Fellows programme, and as a prototype for the institution itself, highlighting the issues surrounding the development and support of e-learning. The precise learning outcomes and, indeed content areas, for this module are not available at this point but will emerge during the development phase as indicated in the work-plan. The following framework will guide the process of design, development and user testing/piloting:

## 1.6 Process and learning outcomes:

### *Stage 1: establishing the participant baseline*

- Identification of existing practices, (mis)conceptions about the deployment of e-learning, motivations to change and criteria to measure impact of changes on student learning (e.g. what would we be able to observe/measure in student learning outcomes if digital resources were deployed effectively to support student learning?)

### *Stage 2: designs for e-learning*

- Exploration of the theoretical frameworks and models underpinning effective e-learning provision and the suitability of these models for this particular module
- Exploration and discussion around the changing 'ecology' of the student population in Higher Education

### *Stage 3: development of skills, understandings and attributes needed to use and re-use digital resources in teaching and learning*

The delivery model is expected to blend individual online development spaces for the creation of discipline specific resources and collective spaces providing the opportunity for peer-review of e-resources. Experienced moderation and facilitation of these online spaces will be intended to nurture effective communities of practice.

- **unit 1: IDENTIFYING:** rationale for using digital learning resources in teaching and learning
  - exploring the 'new ecology' of learning in HE?
  - models of learning and social science explanations
  - new interpretations of digital communications
- **unit 2: DEPLOYING:** practicalities of using digital resources in teaching and learning at HE level (examination of the JISC toolsets available + others and their links to teaching and learning) - link this to Web 2.0 tools in the portal./VLE - also examine the framework tool we have developed for using digitised resources (link to JISC NFO tools and QIA tools)
- **unit 3: RE-PURPOSING:** issues in re-using digital resources –
  - identifying and accessing suitable resources - strategies for searching and downloading/acquiring/accessing
  - downloading and saving
  - editing and re-purposing
  - accessibility guidance
  - copyright and ethical issues
- **unit 4: SHARING:** sharing resources:
  - tools for sharing
  - building and developing learning communities
  - overcoming barriers

### *Stage 4: individual participants use the ideas and exemplars developed in stages 2 & 3 to extend their existing pedagogical practices working with students:*

- this will involve the creation of digital learning resources/tools (learning object) which are used/tested by participants with their students. The objects which are created will contribute to the pool of resources which are shared as part of the JISC bid

- an evaluation of the impact of these materials on students (e.g. motivational evidence, engagement, quality of discourse, any quantifiable measures)

Although the module will have a significant impact on participants knowledge, skills, understanding and practices (stages 2 and 4), we are also very conscious of the need to demonstrate a deeper and more significant impact for the module by identifying both institutional change issues and the impact on student learning outcomes. These points are prominent in the research literature around impact evaluation and particularly in the work of Guskey (2002) who emphasizes the importance of measuring impact on end users (i.e. students) not just participants themselves. The evaluation for this module will develop instruments and tools to identify possible student impact at the outset of the module. We will engage module participants in collecting primary data about the impact on their students through feedback and observation following the use and development of the resource which they will be required to develop and pilot. This information will inform a variety of different stakeholder groups within the university including the development team working on the implementation of the new VLE (Sakai), teacher and learning committee and senior management.

## 2. Description of QA processes

In response to this question the development team have included a description of the QA processes as they apply to the module itself, and a separate set of descriptions, which describe the mechanisms and processes by which the project will inform and feed back into institutional policy.

### 2.1 internal QA processes for the module:

#### 2.1.1. before the module runs:

- the module will be validated through the internal QA mechanisms of the Institute for Learning which is the home faculty for the PG Certificate (HE) programme.
- the module will be developed using the JISC template for the development and design of e-learning modules (we will use this to develop and validate the mod[redacted])
- learning outcomes, assessment strategies, teaching activities and reading materials will be developed within the existing framework of the programme specifications [redacted]
- The module descriptor will be developed by the team working on this project and will be subject to external comment/advice (as per normal) by an external expert (possibly another member of staff undertaking the same project under this [redacted])
- The module will be validated by the faculty Learning and Teaching Committee (LTAC) and will subsequently be approved by the University Academic Approval Committee
- Any recommendations, changes or amendments suggested at any stage of the approval process (including any specific problems or issues relating to the use of digital content) will be documented and included in the ongoing log/blog for the project
- QA processes during delivery
- review processes

#### 2.1.2. during and after the module runs:

- participants will complete an initial baseline questionnaire/aims which will enable us to monitor and evaluate the impact of the module on themselves and on their students (where this is applicable)
- during the module participants provide feedback on individual sessions
- the online environment will include a social area (e.g. 'the café') which we have used in similar VLEs to act as a virtual staff/student committee. This is a major mechanism for encouraging students to provide feedback and air concerns during the module itself
- at the end of the module students complete the module evaluation questionnaire (MEQ)
- tutors involved in the delivery of the module (this is likely to be a team given the novelty and importance of this module) complete the tutor evaluation questionnaire (TEQ)
- assessed work is marked and double marked
- the external examiner provides comments and feedback (we will ensure these are focused specifically on the content of this module for the purposes of this project)

- feedback is collated and collected from any peer reviews undertaken during the module
- the module tutor completes a final report, which is fed through to the programme director. This in turn feeds through to the faculty Learning and Teaching Committee and the Dean.

## 2.2. mechanism for informing and feeding back into institutional policy

The module development proposal will form part of the workload of the on-going review of the PGCertHE and Education Masters development. This is both a faculty and institutional wider review and the project team has members who are closely involved in both reviews (Kevin Burden for the Education Masters, and Dr. Ian White for the PGCertHE review). As such it will be monitored, evaluated and developed primarily by the Institute for Learning. However, the project will be written into the planning for the Learning & Teaching Support Unit (LTSU) which is charged with curriculum development and design innovation at institutional level. The LTSU reports directly to the University Learning, Teaching and Assessment Committee providing an institutional profile for this module innovation and providing opportunities for institutional dissemination throughout the project. The LTSU director (Simon Atkinson) is named as a member of this project team, partly for this reason.

The revised University Learning & Teaching Strategy, currently going through institutional approval, advocates a greater deployment of digital resources in the service of varied and effective learning & teaching strategies. We anticipate that this module will provide an effective demonstration opportunity.

The senior management team has encouraged the project team, with support from the Dean of the Institute for Learning and the Pro-Vice Chancellor Learning & Teaching. The project will feed into on going review of the PGCertHE as a cross-institutional programme of HEA accredited professional development. It will also be monitored as part of the action plan of the Learning & Teaching Support Unit, answering directly to the Pro Vice-Chancellor Learning & teaching and will report progress to the University Learning, Teaching and Assessment Committee.

At this moment in time the institution is also in the process of introducing a new VLE (Sakai) to replace Merlin, a home-designed model. It will also replace Blackboard over the next two academic years. We intend to pilot this new module through Sakai which will have considerable institutional value. It will enable the institution to monitor a wide range of learning designs within a single environment (site) and will provide valuable feedback around the issues of using external resources and tools sets (including Web 2.0 plug-ins) into the institutional VLE. There are a number of well-established channels and processes in place to monitor the implementation of Sakai and this information will feed through directly at a senior level within the institution.

Finally, the evaluation process, which is an integral element of this project, will serve to inform decision makers and senior managers within the institution. We have allocated a relatively small amount of funding within the budget to evaluation (£2000). This is to cover the cost of producing video vignettes and mini-case studies following participants through the processes of searching, creating and using a learning object with their students. However, a significant amount of the project manager's time and that of the PGCertHE programme director (allocated to the project) will be spent in evaluation activities. In addition to the ongoing log/blog they will also seek to monitor the impact on end-users (i.e. students) where this is possible. These various outputs will be used to inform the institution about the wider issues related to the development of e-learning with the university. They will also form the basis of several research outputs (e.g. journal articles and conference presentations) which the development team are required to produce.

### Reference to the e-Framework agenda: how will the project relate to this?

The project has the potential to support and develop the e-Framework agenda in a number of important ways:

- it will contribute to the evolving knowledge base of the e-Framework through reports and evaluations which will include practice and process models, scenarios and use case studies, and good practice
- we will seek to make links to our ongoing project development and the e-Framework tool

## 2.3 Summary of the qualitative and quantitative benefits the University expects to gain:

### Quantitative:

- development funding (financial) to support the creation of a new module, with full design team and input, that we would not be able to finance otherwise
- time for staff to develop and evaluate properly the process of designing a new module
- demonstration of potential of new VLE (Sakai) to deliver online courses

- potential for extra recruitment outside of the university (i.e. other PGCertHE courses)
- staff development for 15 'champions' (minimum cohort size for first run of module) to promote e-learning in departments and faculties
- research outputs (journal articles and conference presentations) on the back of the module development and evaluation
- greater body of quantifiable (e.g. TQA forms) and qualitative data (e.g. questionnaires and video case studies) to feedback into institutional practice around the development and embedding of e-learning in the university
- publicity and standing within the university sector
- creation of additional e-resources (e.g. learning objects) available to staff across the institution

**Qualitative:**

- enrichment of the student learning experience (as evidence through students TQAs, video case studies, etc)
- greater evidence and support for staff to engage with external e-content (especially JISC collections)
- enriched programme design and module choice for the PGCertHE programme

### 3. Outline Indication of sources of external materials to be used

To exemplify and illustrate the impact and potential of digital content (resources) we plan to draw heavily on existing materials from the following archives and repositories:

#### 3.1 Digital Resources: Content

##### 3.1.1 JISC digitization programme (phase I) :

In the case of these programmes the development team already have extensive familiarity with the resources, through the work they have undertaken for JISC (Assisted Take-Up materials for Newfilm Online) and for the QIA (Using digitized resources in FE). The module will draw upon examples from all of these projects which will include video, sound, newspapers, census data and other digital documentary resources. We plan to include the various phase I projects in the module for a number of specific pedagogical reasons:

- collectively they illustrate how digitized resources can enable access to collections that would otherwise remain inaccessible for academics and students (e.g. the British Library Newspaper Online Collection), and therefore demonstrate accessibility and participation
- they encompass an extremely wide range of disciplines and themes and have applicability to staff across a wide range of different subject areas, even when they appear to be very subject specific. This should encourage participants on the module to start considering issues about transferability and to see issues from a more student-centered perspective
- the materials from these collections have already proven to be engaging and exciting resources for students and using them as part of the module will make lecturers more aware of how they can be used to develop higher levels of thinking and understanding with students
- in most cases the licenses for these resources authorize institutions (and therefore staff) to re-purpose the materials and to use them in a variety of interesting ways (e.g. as part of presentations, within VLEs) which other commercial resources prohibit. This will therefore encourage staff to see the value of re-purposing and sharing digital resources rather than always having to create them from new
- the developers from the University have already developed an innovative framework tool for the use of digital media resources (it was originally designed for the Newfilm Online archive) and we have evidence to show it can be used with a range of different resources, and in doing so it enables staff to move beyond the search for content alone and to focus on the learning design itself

In terms of licensing issues all of these resources are currently available to the HE community under the terms of the individual licensing agreements. We are not aware of any limitations, which would prevent staff from using these materials although we are aware of a limited number of instances in which resources within these collections cannot be re-purposed. Resources are available to authorized learners on-line and remotely by Athens sign in. Hence they will work very well as part of the online module we will be developing.

##### 3.1.2 Other digitized resources within the JISC community:

We plan to include resources from the EDINA collections and from the other JISC Collections where this is appropriate.

Participants will be encouraged to explore these other repositories (e.g. JORUM) as part of their learning experience and this will be an assessment requirement for the module. From EDINA (Sound and Picture Studio) collections we are particularly keen to encourage participants to explore, use and re-purpose the visual and sound archive materials which we believe can enhance the student learning experience as explained earlier in the application. The following collections will be identified for use: JISC Collections:

- Film and Sound Online
- Images (Getty)
- Digimaps: <http://digimap.edina.ac.uk/main/index.jsp?useJS=true>

### 3.1.3 External collections and materials:

There are a large number of external (i.e. outside of the JISC itself) sources of digital resources which we will encourage participants to use and re-use (where this is possible) and these include:

- The Open Video project: <http://www.open-video.org/>
- Prelinger Archive: <http://www.archive.org/details/prelinger>

An important element of the module will be to encourage participants to search beyond the confines of their own departmental and institution collections. The JISC resources (identified above) will form a large element of this process but we will also require wider searches across the internet. This will include materials in national collections and materials available through social networking connections. We intend to integrate a range of Web 2.0 technologies into the module (through the VLE) such as blogs, wikis, Google documents, and various resource-sharing sites such as JumpCut.

## 3.2 Digital Resources: Tools

There are a large number of digital tool sets which we will incorporate into the module both in terms of content and as tools for learning during the delivery of the module itself. Many of these will be selected from the JISC tools that already exist and these will often be sourced in response to student interests and backgrounds. As the participants for this module are likely to be drawn from a wide range of disciplines it is impossible to be specific about the precise tools and content they are likely to be interested in and will wish to explore. This is one of the pedagogical reasons for encouraging participants to use the framework tool and approach we have developed for other projects as it encourages staff to take a broader approach to the identification and selection of tools/resources. However, a number of existing tools appear to have universal applicability and we will build these into the module and encourage participants to make use of the assessment procedures for this module:

**Designs For Learning (planning tools)** – valuable for the exemplars which are contained in the site and the guidance for staff wishing to develop e-learning resources

### Exchange for learning (X4L)

Examples from the **Exchange for learning (X4L)** project will be used to demonstrate the potential value of re-purposing and reusing learning materials to participants and the value of sharing them through centralized repositories such as JORUM. **X4L will be employed as part of the core learning materials for this module as the various projects within this collection illustrate a number of important elements that the module will aim to cover. These include:** *'establishing effective workflow processes; activities around resource discovery and selection; guidance and examples for learning design and the learning process; metadata creation and copyright clearance for deposit in Jorum'*. The case studies which are included in the X4L resources will be very useful to illustrate what can be achieved and some of the issues around their creation.

**Reusable Learning Objects and Generative Learning Objects Project:** <http://www.rlo-cetl.ac.uk/>

These tool sets allow users to create and use learning objects based around flexible learning designs which are transferable across different disciplines and contexts. We have begun to use these tools with the RLO CELT on other projects and participants have been extremely well motivated by the principles they are based around. The tool is available as an open source free resource for the FE/HE community and will add value to projects participants work upon with some of the content resources mentioned above. We have a close working relationship with the CELT through other projects we are engaged in with them.

## Digital Libraries in the Classroom tools: (various examples)

These tool sets are indicative of the kind of resources and learning objects we believe our participants will wish to produce and work with during the module. They are included here as examples of tools we wish to incorporate into the learning designs we create

- **DART** (Digital Anthropological Resources for Teaching) <http://elearning.lse.ac.uk/dart/wgo/index.html> "The idea is to present a video clip that is enhanced by the addition of synchronised subtitles and 'captions' (text containing hyperlinks) . There is also a synchronised 'hotspot' feature, allowing areas of the video image to be hyperlinked. All the hyperlinks point to background information that describes different aspects of the video content. The students use this tool to try to interpret what is going on in the video clip, and write an analysis which can be assessed and shared." We would use this because it allows staff to create resources, based on video, for students by inserting questions, captions and hotspots. It will add considerable value to resources such as the Newsfilm Online resources when used in a VLE. It will also be available to students (open source) and they could use it as a part of an assessment exercise (e.g. medical lecturing commentating on a procedure)
- Kolkata Explorer: <http://elearning.lse.ac.uk/dart/explorer/index.html?user=>

Ideal for mapping work in subjects like geography, history but much wider range of applications: will also link up well with the use of Digimaps

### 3.3 Internal content and new content:

In the case of new content, the module itself will generate a substantial amount of materials (learning objects) which will be made available to the wider community (e.g. through JORUM). As part of the assessment process participants will be required to produce a learning object using some of the resources they have identified from the various external collections described above (e.g. JISC digitization programme). These resources will be used with students and evaluated in a context specific manner. The learning object and its associated metadata (which participants will be shown how to add) will be made available to the JISC under the terms of this Call. In addition, we will require participants on the module to source some of their own material from existing resources (e.g. digitizing their own video collections, texts) and to include this with the learning object they produce. This will constitute the 'internal' institution content quota and the requirement to produce new content by asking participants to source some of the content themselves from their own collections (or their department collections) we hope to release a substantial amount of resources which have hitherto remained inaccessible to a wider audience. Although this may require considerable time and effort clearing the various rights and IPR issues we believe it will demonstrate an important principle behind the use, re-use and sharing of digital resources and will enable us to document better the issues surrounding this process.

### 4 Assurance that the project will participate in evaluation feedback after the funded period;

The University gives full assurance that the project participants (named below) will participate fully in the evaluation feedback during and after the funded period

### 5 Assurance that the project will participate in peer review of one other modules

The University gives full assurance that the project participants (named below) will participate fully in the peer review of one other module



## 7. Work Plan Summary: JISC programme: Repurposing & Re-use Of Digital University-level Content, and Evaluation

Work Package	Objective	Tasks	Start date	End date	Outputs	Who
Develop work-plan	To confirm a detailed project plan (including evaluation plan, etc) for the project	Construct the following project documentation and outputs: <ul style="list-style-type: none"> <li>Project website</li> <li>Work plan</li> <li>Budget plan</li> <li>Quality plan</li> </ul>	Feb 2008	Mar 2008	<ul style="list-style-type: none"> <li>Agreed project work plan</li> <li>Project web-site</li> </ul>	KB
Module Validation	To ensure the module meets the requirements set by the University	<ul style="list-style-type: none"> <li>Development of initial outline. (learning outcomes, etc)</li> <li>Consultation and feedback from 'experts' and stakeholders</li> <li>Completion of final submission documentation</li> <li>Submission of proposal to Faculty learning &amp; Teaching Committee</li> <li>Revision and changes (if required)</li> </ul>	Jan 2008	Mar 2008	<ul style="list-style-type: none"> <li>Complete module specification available for JISC</li> <li>Documentary evidence (e.g. log) of the processes and issues involved in validation</li> </ul>	KB & IW
Research for suitable tools and resources	To identify suitable external content to support the module delivery	<ul style="list-style-type: none"> <li>Investigate JISC digitised projects and identify suitable exemplars</li> <li>Identify non JISC projects – identify exemplars and clear licensing issues</li> <li>Work with clearance project to ensure free use of materials</li> </ul>	Feb 2008	Mar 2008	<ul style="list-style-type: none"> <li>Brief internal report (online) indicating likely sources of external/internal resources</li> </ul>	TK, SA, KB
Re-purposing of existing resources	To re-purpose and adapt internal content for new module	<ul style="list-style-type: none"> <li>Identify possible resources from interested departments/students</li> <li>Identify institution level resources</li> <li>Re-purpose and re-package materials where necessary</li> </ul>	Mar 2008	June 2008	<ul style="list-style-type: none"> <li>Repurposed resources available to include in VLE</li> <li>Support materials for module produced (e.g. screencast tutorials)</li> </ul>	TK
Development of module design	Identifying suitable learning designs to construct the module around	<ul style="list-style-type: none"> <li>Explore and consider range of learning designs for module delivery online (consultation)</li> <li>Agree final learning design for module with team</li> </ul>	Feb 2008	Apr 2008	<ul style="list-style-type: none"> <li>learning design framework for module available to guide implementation team</li> </ul>	KB & SA
Development of online environment	To construct an environment/community in which the online module will be facilitated and developed	<ul style="list-style-type: none"> <li>agree learning design for environment (see above)</li> <li>clarify requirements (design and content) with VLE developers</li> <li>develop and test environment prior to use (pilot)</li> <li>identify and implement any changes from pilot</li> </ul>	Mar 2008	July 2008	<ul style="list-style-type: none"> <li>learning environment (within Sakai) available for use by students</li> </ul>	AC, KB

Developm ent of support materials	To develop resources to support the online/distance element of the module	<ul style="list-style-type: none"> <li>identify resources that are needed following decision on learning design</li> <li>develop prototypes</li> <li>pilot proto-types</li> <li>implement changes to final materials</li> </ul>	Mar 2008	Aug 2008	<ul style="list-style-type: none"> <li>support materials for module available (e.g. handbook; screencasts; tutorials)</li> </ul>	TK and KB
Teaching  (Semester 1, 2008-2009)	To enhance student learning through the delivery of this module	<ul style="list-style-type: none"> <li>induction and needs analysis</li> <li>unit 1 (specific details and times to be confirmed)</li> <li>unit 2(specific details and times to be confirmed)</li> <li>unit 3(specific details and times to be confirmed)</li> <li>unit 4(specific details and times to be confirmed)</li> </ul>	Sept 2008	Dec 2008	<ul style="list-style-type: none"> <li>module recruits with minimum of 15 students</li> <li>module taught and delivered as per specification</li> </ul>	KB, SP
Evaluation	To analyse and identify the impact of the module on a). participants, b) institutional practices, c) end-users (students)	<ul style="list-style-type: none"> <li>development of evaluation plan (both formative and summative)</li> <li>collection of evidence (ongoing)</li> <li>completion of log/blog (ongoing)</li> <li>analysis of evidence</li> <li>production of evaluation case study (including multimedia elements)</li> <li>internal TQA processes completed</li> </ul>	September 2008	Mar 2009	<ul style="list-style-type: none"> <li>complete log/blog for project</li> <li>multimedia case study (including interviews with participants and students)</li> </ul>	KB + IW
Programme level activities	To undertake the necessary programme level engagement with JISC and other module leaders	<ul style="list-style-type: none"> <li>attendance at initial planning day</li> <li>peer review of another module</li> <li>programme level meetings and activity</li> </ul>	Feb 2008	Mar 2009	<ul style="list-style-type: none"> <li>to be determined by JISC</li> </ul>	KB

## References:

Guskey, T., (2000) *Evaluating Professional Development*, Sage Publications, London



## Appendix A

### 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

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.

## **8. experience of the project team:**

### **8.1.1 Kevin Burden: Project Manager**

Kevin Burden has a long track record of successfully managing large and small-scale projects around the use of technology in learning. He is currently managing a project for the JISC ('Assisted Take-Up of Newfilm Online Resources') and for the Quality Improvement Agency ('Using JISC Digitised Resources in Teaching and Learning'). He has previously managed a number of national projects for government and public sector agencies. These include:

- The effective interactive-white board project (project managed for Nesta – funding approximately £220,000)
- Evaluating the Impact of Digital Video in Schools and Colleges (projected managed for Becta, approximately £25,000)
- Developing DVDs in teaching and learning (project managed for Nesta – approximately £80,000)

In addition to his project management activities Kevin has also published a series of articles and made a number of presentations around the world focusing on the use of digital media resources in teaching and learning. He has undertaken consultancy around the world including work for the Hong Kong government; The University of Hong Kong; QIA; Becta; British Council

### **8.1.2 Dr. Ian White**

Present Post: Senior Lecturer in Higher Education, Institute for Learning, The University of Hull  
Main Responsibility: Programme Director, Postgraduate Certificate in Higher Education, for the Academic Professional Development of University staff

Ph.D. University of York 1994, in English and Related Literature

Steering Committee Member, JISC project on Supporting Online Tutoring in HE / FE Networks (2004), in previous post as Academic Adviser, Teaching Quality Enhancement Group, University of Bradford

Member of the HEA/CRA National Research Group on the Implementation and Evaluation of Personal Development Planning (PDP) and e-Portfolio Development

Most recent publication: "The Use of Online Discussion Fora to Support Continuing Professional Development in Higher Education Communities of Practice" European Conference on e-Learning, Copenhagen 2007 (published in peer-reviewed conference proceedings)

### **8.1.3 Simon Atkinson**

Simon Atkinson: is Director of the Learning & Teaching Support Unit at the University of Hull. He has worked on several European e-learning development projects including the 2004-2006 ODL-NET Experience: Open and Distance Learning Network for Exchange of Experiences, concerning the creation and consolidation of a network for the analysis and exchange of ODL experiences across European higher education. Simon is currently visiting Expert to the Croatian National TEMPUS project EQIBELT, developing support for supporting e-learning policies and practice to support e-learning.

Simon provides pedagogical advice and guidance to institutional colleagues developing programmes at all levels, in both on-campus and flexible deliver models. He manages the institutions Fellowships and Innovations programmes as well as representing the institution as Senior Contact with the UK Higher Education Authority, as a member of UK representative bodies such as the Heads of Educational Development Group (HEDG) and the Heads of e-Learning Forum (HeLF).

Simon has a long standing interest in national identity and forms of cultural evolution mediated through media and technology. His research interests draw from a range of Social Science disciplines with a particular focus on cultural-historical activity theory and emergent technologies.

#### **8.1.4 Theo Keuchel (consultant)**

Theo Kuechel is a consultant specialising in digital media and learning technologies. He has worked closely with the University of Hull since 2002, writing and developing a range of University courses related to educational use of digital media and new technologies, including broadcast media and Web 2.0.

He has undertaken consultancy reports and studies for Becta, (British Educational Communications and Technology Agency), QAA (Now QCA – Curriculum and Qualifications Agency), NAACE (National Association of Advisors in Computer Education) and a number of Local Authorities and schools. Titles covered include National Curriculum Guidance, (QAA 1997); Total cost of Ownership, New Internet Technologies, ICT Testbed Project. VLEs (Becta 1998, 2003, 2004, 2005); Visual Learning, Collaborative Learning, (NAACE 2007).

#### **8.1.5 Robert Sherratt: (e-services group)**

Robert is Head of Systems Integration for the e-Services Integration Group, responsible for the services delivered within the evolving framework of the institutional portal using an open source portal framework (uPortal) and is currently responsible for managing the implementation of the new VLE at Hull. Robert has been working in Higher Education since 1994 and has continued his interest in eLearning through the management of three JISC-funded projects (ISIS, ASSIS and MakingTracks), work on interoperability and eFramework JISC projects (FREMA, eRESS) and more recently participating in a Lifelong Learning Network project (ISPPS).