

## Users and Innovation Cover Sheet

<b>Cover Sheet for Proposals/Expressions of Interest</b> All <b>appropriate</b> sections must be completed.	<i>JISC Capital Programme</i>
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**Name of Capital Programme:** Users and Innovation: Personalising Technologies

**Name of Area Bidding/Submitting Interest For (tick one):**

<b>Call I a)</b> : Users and Innovation Support Project(s) Project 1 : Support for community of practice and online activities	
<b>Call I b)</b> : Users and Innovation Support Project(s) Project 2 : Support for Users and Innovation Development Model	X
<b>Call II:</b> Next Generation Technologies and Practice Phase 1 Expression of Interest	
<b>Call III:</b> Implementations of Personal e-Administration to Support Teachers and Researchers	

**Name of Lead Institution:**

Chimera: University of Essex

**Name of Proposed Idea (Call II) / Name of Proposed Project (Call III):**

**Name(s) of Individual/Team (Call II) / Name(s) Project Partner(s) (Call III):**

**Full Contact Details for Primary Contact:**

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**Length of Project:** 26.5months

<b>Project Start Date:</b> Jan 15 <sup>th</sup> 07	<b>Project End Date:</b> Mar31 <sup>st</sup> 09
<b>8. Total Funding Requested from JISC:</b> £199,165	

<b>JISC Funding Broken Down over Financial Years (April – March):</b>		
<b>Apr06 – Mar07</b>	<b>Apr07 – Mar08</b>	<b>Apr08 – Mar09</b>
£32,293	£80,554	£86,318
<b>Total Institutional Contributions:</b>		£12,532

<b>Percentage Contributions over the Life of the Project:</b>	<b>JISC</b> 94%	<b>PARTNERS</b> 06%
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**Outline Project Description**

The proposed project offers support to the Users and Innovation Programme’s Community of Practice (CoP) in the use of the User and Innovation Development Model (UIDM). An iterative approach is offered, where the UIDM is refined theoretically by drawing upon the software development methodology literature, and practically through engagement with key stakeholders including the CoP.

Support for the Community of Practice will not only be through offering them a modified or more detailed Model and training in the use of the model, but also a set of heuristics based partly on their own experiences on how best to use the model in differing development contexts. Other stakeholders will also be briefed and invited to comment on the modified version of the model.

The consortium consists of experienced users and developers of Agile and participatory development methods, as well as experts in evaluation and user needs analysis who are able to collect and feed recommendations to the UIDM refiners, and brief the wider user community.

<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>X</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>X</b>	<b>NO</b>

## **Call 1 Project 2: Support for Users and Innovation Development Model**

### **1. Introduction**

1. The proposal outlined below is in response to the JISC call for projects for their Capital Programme. It specifically addresses the User and Innovations part of the programme that is divided into three calls. Our proposal addresses the first call: Support Projects for Users and Innovation Programme, and specifically Project 2: Support for the Users and Innovation Development Model. The model is important for ensuring that the wider JISC community of practice has the wherewithal to develop in an effective, efficient and timely manner the next generation of services and technologies in line with the JISC service oriented approach.

2. The proposal sits within the overarching JISC vision of ‘ubiquitous and reliable access to an information and communication environment, so that users are able to enjoy world-class technologies in support of their work and study’, and the mission ‘to provide world-class leadership in the innovative use of information and communications technology to support education and research’ (JISC Strategic Plan 2004-06). It has been developed in awareness of the broad desired outcomes of the Capital Programme ([www.jisc.ac.uk/publications/publications/pub\\_capital.aspx](http://www.jisc.ac.uk/publications/publications/pub_capital.aspx)).

3. In response to this call we have created a consortium involving three HEIs and one SME, that together provide the necessary knowledge and skill to cost effectively deliver to the JISC the support they require.

### **2. Overall Objectives**

4. Our main objectives are:

1. To support the JISC in developing and promoting a consistent approach to the development of the next generation learning, teaching, research and administration environments. This will be achieved by assuring that Users and Innovation Development Model (UIDM) reflects the JISC approach (e.g. the e-framework), actively promoting it to the relevant JISC supported CoP, and enabling its use by the developers of the next generation of web-based (web 2.0) services.
  2. To support the development community by ensuring that UIDM is complete, consistent and sustainable. This will be achieved by fine tuning the model to incorporate: the JISC approach (the e-framework); emerging and innovative techniques and methods (e.g Agile, Web 2.0); and heuristics derived from the actual experiences of the JISC Community of Practice (CoP).
  3. To support end-users of systems developed using UIDM by ensuring that it is both usable and useful, and subsequently of value. In particular, how UIDM captures, represent and evaluates their specific pedagogical needs must be addressed.
5. To meet these objectives a project team has been assembled that we believe is uniquely positioned to deliver first class support for the Users and Innovation Programme by having:

- Applied and built conceptual frameworks and other innovative methods for ensuring the incorporation of key pedagogical issues into standard user-centred design methodologies [1,14]
- Practical experience in building ‘web 2.0’ services and in pervasive or ubiquitous computing [2,3]
- Applied user-centred methods to building high fidelity e-learning prototypes [4] in commercial settings (BT)
- First hand experience with working with the JISC and possessing an understanding of their overall strategic approach and philosophy, particularly around issues like SOA, open standards and the e-framework [5,6]
- Worked in a number of supporting roles for other JISC Programmes including organising and facilitating programme meetings, running workshops, synthesising programme outputs, producing briefing papers, and providing online support [7]
- Significant experience of the evaluation (both formative and summative) of large-scale development programmes [8,9]

- A deep understanding and insight into the learner's experience that must inform key design decisions [10, 11]
- Successfully worked with and in other consortiums [6,8]
- Successfully run training workshops and staff development programmes [8]
- A practical and theoretical appreciation of management of change issues [8,12]
- An applied and theoretical understanding of Communities of Practice [1]

### 3. Developing the Model

6. The UIDM synthesises a number of Participatory Design and Rapid Application Development principles into structured but not prescriptive development stages. The process is iterative and is drawn from a body of user experience (JISC's VRE programme). However it is less of a model or methodology and more of a design framework as reflected in the level of generality (e.g telling you when to do 'testing' but not how to do it). Equally, its generic nature makes it difficult to encapsulate critical JISC requirements (e.g. those captured by the e-framework – standards, web services etc). The approach is also 'pedagogically' neutral, and more work is required in assuring the methods and tools adopted will result in system being built that meet a full range of pedagogical needs. Finally, each development opportunity normally requires a fine tuning of each stage. For example, a user needs analysis for e-learning systems must also include pedagogical needs, which are difficult to address with traditional techniques. Fine tuning also includes loops within the loop. For instance, what to do if some of evaluation criteria at testing are not met – a partial but not a full iteration may be required. These are examples of where the provision of heuristics rather than formulas is the key to the successful use of the model.

7. The adaptation of the model will reflect the three stage model outline in the JISC briefing paper ([www.jisc.ac.uk/programme\\_vre.html](http://www.jisc.ac.uk/programme_vre.html)). Stage 1: User engagement cycle is concerned with the elicitation and understanding user needs and the generation and assessment of ideas that address those needs. The UIDM needs to draw upon the wealth of ethnographic techniques for observing practice from which both needs and ideas can be collected. The importance of ethnography is not only for understanding and describing the system from the user perspective, but also in describing the rich social or cultural context that is critical for stakeholder analysis (multiple perspectives) and for managing change. However, ethnography takes time, requires highly skilled observers and generates essentially qualitative data that can be difficult for designers to understand and use, and so the CoP will require help in 'making sense' of the ethnographic outputs.

8. The output from Stage one is likely to be a pool of validated propositions. A proposition being a worked through idea, that includes the main purpose of the proposed 'service/product', its users, major benefits/costs, timeliness and maturity (when can it be delivered, and are the users 'ready' for it). A 'filtering' process involving workshops with real users may narrow the number of propositions down, to a small number that proceed through to stage 2.

9. The second stage of UIDM is concerned with transitions and decisions, mostly around the design and build activities. For example, the use of Scenario based design (see [13]), which involves the designers from the beginning and can be expressed in terms of use cases and thus interfaces with UML, is a useful step in defining Service Usage Models. These techniques also have clear user validation procedures from scenario validation, to storyboards as well as quality assurance checks to prevent 'requirement' drift particularly around the generation of the use cases. Equally the use of conceptual frameworks (e.g [1]) that bridge pedagogical theory and technology need to be positioned within this stage. Higher fidelity paper prototypes (e.g. storyboards) can be built and evaluated with users. The requirements documentation is important for the testing of prototypes and should include usability requirements from which appropriate metrics can be derived, operationalised and directly tested. The key outputs of this stage include the requirements documentation, system architecture and use cases. Where 'components' rather than complete systems are being defined, then interworking between components must also be specified. In most cases these will be web components and a 'web mashup' ( i.e the specification of public interfaces and APIs) approach will be required.

10. Stage 3 is concerned with technical development cycle where solutions are built, tested and assessed for acceptability. The UIDM must guide the choice of acceptable software tools and development

methodologies (mostly under the generic Agile heading e.g. Crystal Methods [15]; Feature-Driven Development [16] and Adaptive Software Development [17]. It must also give guidance on acceptance testing and late evaluation techniques. In particular the importance of field trials, stakeholder buy in and general management of change strategies needs to be stressed. The output for this stage is guidance (notes, manuals, hints and tips etc) to support the successful implementation of this stage of the UIDM.

11. Although the UIDM is primarily aimed at improving the developmental lifecycle both in terms of efficacy and quality of outputs, there are also important by-products of using the model. A key part of the 'agile' or participatory philosophy is to keep users involved in the development process, and in doing so undoubtedly barriers between designer and user communities break down. The user community will become better informed about design choice, technical capabilities and new design approaches, and the design community will have a better understanding the teaching and learning custom and practices, and culture. Project2 in adapting the UIDM and supporting the CoP will keep in mind these secondary but critical objectives.

#### **4. Supporting Practice**

12. An effective UIDM is necessary but not sufficient. The development community will need support in using the model. The support should address three levels of support. First level is about familiarisation and awareness. The CoP needs to be made aware of the existence of the model, its costs and benefits, and how to proceed if they wish to use the model for their particular development, and of what support is available to them. This level will involve activities like face-to-face awareness seminars; a UIDM Weblog and repository; social bookmarking (i.e. del.icio.us and similar); RSS/ email distribution lists and so on. Users will be encouraged to use their weblogs and the project repository to record and share their usage experiences.

13. The second level involves using the model in practice, that is where the model is used in the 'construction' of systems or sub systems. User will require manuals describing the method, tutorials (online and/or face-to-face) on how to use the method, followed by critical evaluations of the use at the different stages (visits and reviews by 'critical friends'), and online support (FAQs, expert directory, etc).

14. The third and final level assumes a level of expertise amongst user so that they can share experiences and innovations with a wider community of practice. Much of this may occur online (discussion groups etc) or become a stage 1 awareness seminar (thus making the process of support a cyclical one). Again, users will also be encouraged to use blogs to record and share their usage experiences.

#### **5. Relationship with Project 1: Support for community of practice and online activities**

15. Project 1's major responsibility is to support the creation and maintenance of a thriving community of practice of users, developers and administrators of e-learning. A critical element of the community's terms of reference will be to work formatively with Project 2 in adopting and adapting the UIDM to meet their development needs within JISC overall strategic aims. In some respects therefore Project 2 could be considered as a specific subset of Project 1 activities. Project 2 will expect the support infrastructure (e.g. online facility tools etc) to be set up and facilitated by Project 1. Project 2 will provide the 'content' and reflect on the implications of outputs for the UIDM; Project 1 will facilitate the discussion, capture the threads and summarise the finding from the CoP perspective (but not necessarily drawing any conclusions about implications for the UIDM). In terms of UIDM specific workshops, Project 2 will design and carry out the workshops, analyse the results, although project 1 may advise on membership, location, and help with basic logistics (including paying participants' travel and subsistence).

16. To facilitate the relationship between the two projects, it essential that timely and detailed information is exchanged. This will be achieved by:

- Project 2 participants also being members of the CoP
- Exchange of briefing material
- Regular (bi monthly) audio-conferences
- Project 1 observers at Workshops
- Contributions to Project1 web site and wikis

17. Discussions with the Oxford Brookes Consortium bidding for Project 1 have taken place and informed the above.

## **6. Project Structure and Responsibilities**

18. In order to achieve the project objective we are proposing a structure involving four major Work packages (WP):

19. **WP 1. Adaptation of the UIDM.** This WP owns and adapts the UIDM, and trains/informs the Interface teams (WP2) on the use of the model and its adaptations. This WP will be the responsibility of Chimera (University of Essex). It will involve the initial modification and fine tuning the UIDM (WP1.1), training/updating the interface teams on the initial changes and any further significant modifications (WP1.2) and analysing usage data captured by WP2 and WP3 that may inform further refinements of the model (WP1.3).

20. Chimera will be responsible for generating the first set of workshop manuals and supporting materials as part of WP1.1, where they will jointly reviewed and modified (supported by resource from WP2.1), but subsequent modifications of the materials will become the responsibility of WP2.2.

21. The activity will last the life of the project (through the continuation of WP1.2 & 1.3) but is front loaded in JISC Phase 0 (pre CoP formation) in terms of the creation of the first modified version of the UIDM (WP1.1). It is planned to do four 'revisions' of the method. Over time the revisions will focus less on refining methods and more on adding heuristics that reflect variations in the use of the method (ie variations in use according to, for example, type of service, size of service, context of use and so on). The WP will start in Jan 07 and be completed by Feb 09. The WP leader will be Dr Michael Gardner (Chimera).

22. **WP 2: CoP Interfacing.** This task is mainly responsible for the second level of support (construction) by interfacing with the JISC awarded projects for both Next Generation Technologies (Call 2) and Personal e-administration (Call 3) projects (WP2.2). However, the interface teams will have to be trained in the use of the initially modified model created by WP1.2 and of any subsequent changes (see WP1.3) and this training activity takes place in WP2.1. Simplistically in WP2.1, the Interface teams are being 'taught' the UIDM approach by WP1 participants and in WP2.2 they are 'teaching' the approach to the CoP and subsequent JISC funded project teams. This training will be provided through both face-to-face (a series of 'training' workshops and on-line (provision of a web site and online tutorials)). Finally, the teams will be available for ongoing support, where project teams can contact them for advice or request additional workshops (WP2.3). This sub activity is scheduled to take place in the JISC Phase I (i.e. from Oct 07 with JISC funded projects). In some cases this will be triggered by a project request and in other cases support may be offered after a 'critical friend' visit. At these visits the users of the model will be interviewed, their outputs inspected, and the results will be fed back to WP1.3 and WP3.

23. There will be two interface teams. The University of Bedfordshire team (led by Dr N Bessis) will be responsible for the CoP members/projects located in the South of the UK, and the Glasgow Caledonian University team (led by Dr Isobel Falconer) for those in the North of the UK. The exact demarcation line will be decided once the membership distribution is known. The Task will begin Mar 07 and will be completed by Feb 09. The Work package leader will be Dr Falconer with institutional assistance provided by Ms KarenBerry (GC).

24. **WP3: Formative Evaluation and Support:** This task is mainly responsible for the first (familiarization) and third (expert groups) levels of support by implementing a formative evaluation framework to support the ongoing development, shaping and validation of the UIDM model in a process of dynamic critique and review through interaction with the developer and user communities. This will include online support, encouraging the use of blogs and wikis to capture developments, gathering and analysing narratives through the use of an agreed set of tags, co-ordinating and synthesising essential emergent issues, and reporting through a series of written briefs. The WP will collate relevant information from other tasks and from external sources and choose appropriate means to brief the key stakeholders (WP3.1) at critical times. The critical periods being organized around the release of significant adaptations

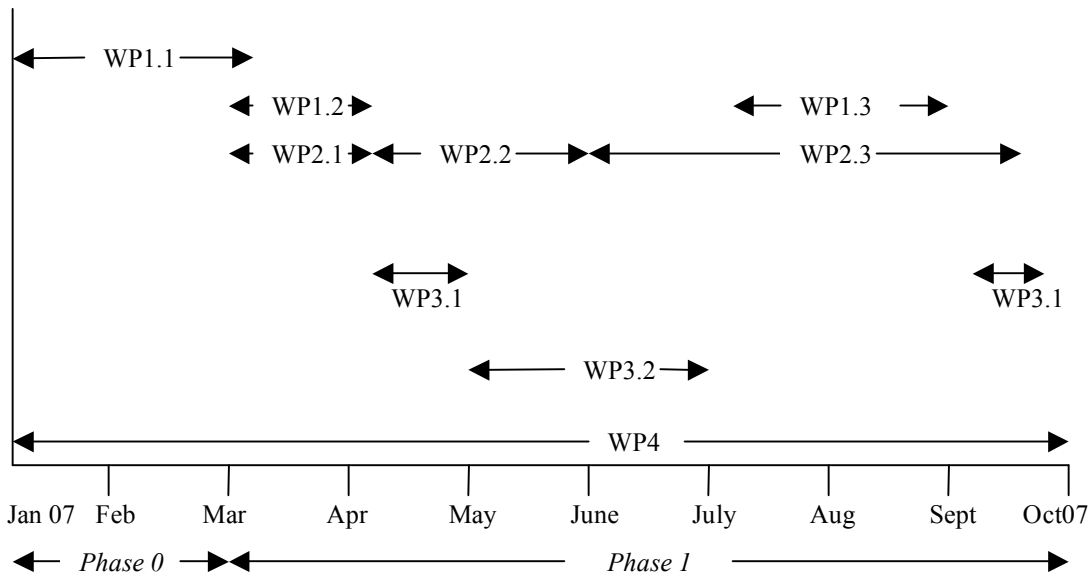
of the UDIM or key result arising from the use of the adapted UIDM. It will work closely with project 1 and will use their facilities created to support the CoP. Critically it will be responsible for monitoring the CoP activities, collecting information about emerging needs and new ideas, and representing Project 2 at relevant CoP meetings and other forms of engagements (WP 3.2). The Task will be led by Glenaffric Ltd.

25. **WP4: Management.** A Small management board made up of representatives from each work package will be constituted. This board will be chaired by the Project Manager, and will meet face-to-face every quarter alternatively between England and Scotland. It will be responsible for creating the initial Project & Quality Plan, monitoring performance and spend, and assuring the quality of any project outcomes. Each work package will be expected to hold its own meetings either face-to-face or through conferencing technologies. The work package leaders will be expected to provide a brief written quarterly report.

26. The project will be managed by Prof C Fowler assisted by Ms Alison Lealman. The Board will consist of Mr A Callard (Bedfordshire University); Prof Allison Littlejohn (Glasgow Caledonian University) and a representative from Glenaffric Ltd. The board will meet quarterly and be chaired by the overall project manager.

27. The project manager will have overall responsibility for ensuring the following:
- Ensuring project plans, budgets and quality plans are written and implemented.
  - Liaising with the relevant person on the JISC.
  - Regularly communicating and monitoring the performance of other members of the consortium against the plans and budget.
  - Administrating the award on behalf of the consortium.
  - Initiate, chair and minute Project/Consortium Board meetings.
  - Authorisation of all deliverables

28. The workpackage schedule can be seen in Fig 2 below for JISC Phase 0 and Phase 1 only. Phase 0 reflecting the preliminary effort required from the two support projects. Phase 1 is the setting up and running of the CoP; and finally in JISC Phase 3 the implementation pilots for the next generation technologies and practice and the implementations of the personal e-administration projects can be found. The last JISC Phase will involve all tasks and detailed planning will be provided at the end of JISC Phase 1.



**7. Milestones, Deliverables & Costs**

Milestone	Task	Description
M0 (Jan 07)		Project Starts

M1 (Feb 07)	WP4	All WP and Project Plans completed (D1)
M2 (Mar 07)	WP1.1	First UIDM Modification Ready including Workshop Manuals etc (D2)
M3 (Apr 07)	WP1.2/2.1	CoP Interface Teams trained in the modified method
M4 (May 07)	WP3.1	First Stakeholder Briefing Completed
M5 (June 07)	WP2.2	Initial CoP Training in Method Completed
M6 (July 07)	WP3.2	First Evaluation/Assessment of Method use completed and report available (D3)
M7 (Sept 07)	WP1.3	Second UIDM Modification (D4) completed
M8 (Oct 07)	WP3.1	Second Stakeholder Briefing Completed
M9 (Oct 07)	WP1.2/2.1	CoP Interface Teams trained in the modified method and training materials available (D5)
M10 (Dec 07)	WP2.2	CoP trained in modified method
M11 (Jan 08)	WP4	Mid term Report
M12 (Mar 08)	WP3.2	Second Evaluation/Assessment of Method use completed and report available (D6)
M13 (Apr 08)	WP1.1	Third UIDM Modification (D7) completed
M14 (May 08)	WP3.1	Third Stakeholder Briefing Completed
M15 (Oct 08)	WP1.2/2.1	CoP Interface Teams trained in the modified method
M16 (Nov 08)	WP2.2	CoP trained in modified method
M17 (Jan 09)	WP3.2	Third and final Evaluation/Assessment of Method use completed and report available (D8)
M18 (Feb 09)	WP1.1	Fourth UIDM Modification and revised training available (D9)
M19 (Mar 08)	WP3.1	Fourth and Final Stakeholder Briefing Completed
M20 (Mar 08)	WP4	End of Project and Final Report completed (D10)

## 8. People & Competences

29. The JISC have provided a competency matrix for the project. Based on that matrix, the table below identifies the group, desired competences, the people possessing the competence and some supporting evidence.

Group	Individual	Core Competences	Evidence
Core	Prof C Fowler	1. Learning Theories 2. Mapping learning to technologies 3. Process Models (domain mapping)	[14] [15]
	Dr M Gardner	1. System Development Methodologies 2. Design & build of Web based learning Services	[2], [3]
	J R Scott	1. Learning Standards 2. Web Service architectures 3. System Design Methods training and workshop facilitation	[2],[3], [5]
	J Van Helvert	1. User needs analysis Workshops 2. Evaluation	[13]
Interface Group - North	Prof Littlejohn	1. Pedagogy	[10], [6]
	Dr Isobel Falconer	2. Web Service Development	[6]
	Linda Creanor	3. User needs analysis/Evaluation	[11], [7]

Interface Group – South	Dr Mark Atley	1. Pedagogy	
	Dr Nik Bessis	2. Web Service Development 3. Systems development	[14],[8]
	Giorgio Venturi	3. User needs analysis /evaluation	[14], [8]
	Andrew Callard	Training & workshop facilitation	[8]
Formative Evaluation & Support	Glenaffric Ltd	1. Educational Journalism & blogging	[9]
		2. CoP Support	[9]

## 9. Risk Management

Risk	Impact	Contingency/management
Delays/slippage in the creation of COP and its communication infrastructure (Project 1)	1. Slippage for T3.1 and T2.2 2. More generic coms infrastructure will have to be used	Delays in creating the CoP are unlikely though the work packages may have to proceed before the Project 1 infrastructure is created using existing comms. infrastructure (our own websites etc).
Loss of key personnel	Delays caused by recruiting and familiarizing new team member	All partners have capacity to absorb the loss of one key member. This would involve either recruiting or reassignments. Both of these actions will cause some slippage as new staff will have to undergo a familiarization process.
Development of new and radical UIDM approach	T1.3 may require more resource and less iterations or modification cycles.	T1.3 resource should be sufficient to deal with most new tools and techniques. However a radical new approach may cause difficulties and the number of iterations may have to be reduced from four to three.

## 10 . Budget

30. The table below shows the requested budget in terms of people, effort and days required.

Directly Incurred Staff	Jan - March 07 (days)	April 07– March 08	April 08 – March 09	TOTAL £
Prof. Chris Fowler, (FTE 0.062)	£2,793 (7)	£4,090 (10)	£4,207 (10)	£11,089 (27)
Dr. Michael Gardner, (FTE 0.053)	£2,177 (7)	£2,552 (8)	£2,627 (8)	£7,355 (23)
Mr. John Scott, (FTE 0.07)	£2,690 (10)	£2,757 (10)	£2,837 (10)	£8,283 (30)
Ms Joy van Helvert (FTE 0.07)	£2,610 (10)	£2,677 (10)	£2,750 (10)	£8,036 (30)
Ms Alison Lealman (FTE 0.057)	£445 (5)	£930 (10)	£970 (10)	£2,345 (25)
Prof Allison Littlejohn (FTE 0.023)	£830 (2)	£1,760 (4)	£1940 (4)	£4,530 (10)
Dr Linda Creanor (FTE 0.083)	£1,080 (4)	£4,560 (16)	£4,960 (16)	£10,600 (36)
Dr Isobel Falconer (FTE 0.092)	£1,110 (6)	£3,600 (18)	£3,960 (18)	£8,670 (40)
Ms Karen Berry (FTE 0.04)	£375 (3)	£945 (7)	£980 (7)	£2300 (17)
Dr Nik Bessis (FTE 0.10)	£586 (3)	£4,062 (20)	£4,225 (20)	£8,873 (43)
Dr Mark Atley (FTE 0.025)	£820 (3)	£1,137 (4)	£1,182 (4)	£3,139 (11)

Mr Giorgio Venturi (FTE 0.25)	£720 (5)	£7,479 (50)	£8,555 (55)	£16,754 (110)
Mr Andrew Callard (FTE 0.025)	£794 (3)	£1,100 (4)	£1,144 (4)	£3,038 (11)
Glenaffric Ltd (inc VAT) (FTE 0.14)	£5000 (10)	£12,500 (25)	£12,500 (25)	£30,000 (60)
<b>Total Directly Incurred Staff (A)</b>	<b>£22,030</b>	<b>£50,149</b>	<b>£52,837</b>	<b>£125,016</b>
<b>Non-Staff</b>	<b>March 07</b>	<b>April 07– March 08</b>	<b>April 08 – March 09</b>	<b>TOTAL £</b>
Travel and expenses	£1,844	£7,100	£7,100	£16,044
Hardware/software	£0	£0	£0	£0
Dissemination	£0	£0	£0	£0
Evaluation	£0	£0	£0	£0
Other	£0	£0	£0	£0
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£1,844</b>	<b>£7,100</b>	<b>£7,100</b>	<b>£16,044</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£23,874</b>	<b>£57,249</b>	<b>£59,937</b>	<b>£141,060</b>
<b>Directly Allocated</b>	<b>March 07</b>	<b>April 07– March 08</b>	<b>April 08 – March 09</b>	<b>TOTAL £</b>
Staff	£0	£0	£0	£0
Estates	£987	£1899	£2189	£5075
Other	£0	£0	£0	£0
<b>Directly Allocated Total (D)</b>	<b>£987</b>	<b>£1899</b>	<b>£2189</b>	<b>£5075</b>
<b>Indirect Costs (E)</b>	<b>£10,007</b>	<b>£26,318</b>	<b>£29237</b>	<b>£65562</b>
<b>Total Project Cost (C+D+E)</b>	<b>£34,868</b>	<b>£85,466</b>	<b>£91,363</b>	<b>£211,697</b>
<b>Amount Requested from JISC</b>	<b>£32,293</b>	<b>£80,554</b>	<b>£86,318</b>	<b>£199,165</b>
<b>Institutional Contributions</b>	<b>£2575</b>	<b>£4912</b>	<b>£5045</b>	<b>£12,532</b>
<b>Percentage Contributions over the life of the project</b>		<b>JISC 94 %</b>		<b>Total 100%</b>

## 11. Partners

31. **Chimera: Institute of Socio-technical Innovation and Research (University of Essex).** Chimera was formed from a multi-disciplinary team spun out from BT's R & D Labs (BTexact). **Prof Chris Fowler** is Director of Chimera, the Institute of Social and Technical Research at the University of Essex. His research interests include the development of innovative user needs elicitation and evaluation tools and techniques, conceptual frameworks that bridge technology and pedagogy, and understanding and managing the innovation process. He has managed a number of large scale projects for BT, and for the JISC (EERN Regional Pilot, and e-learning model desk top study). **Dr Michael Gardner** is Deputy Director of Chimera. He holds a PhD in Computing/HCI from Loughborough University of Technology (1987). In 1987 he joined BT Research Laboratories and has worked on numerous high-technology projects including designing and developing some of BT's prototype e-learning systems. He was the project Manager of the JISC funded DELTA and DELTA II projects and is currently leading the JISC eProfile project, and is leading the system integration activity on the JISC funded EERN regional pilot. **John Scott** is a Principal Researcher in Chimera. After obtaining his PGCE from Cambridge University he spent a number of years as a trainer before joining BT's Education & Training research group. He was a key member of the e-Learning Desk model (standards), DELTA and DELTA II (standards and ontology), eProfile and EERN (system integrator) project teams. **Joy van Helvert** is a senior researcher at Chimera with extensive experience of business analysis, requirements capture and research in diverse business environments. Her work within Chimera has included learning research, intercultural research and future product consultancy. It also includes development of scenario based methodologies for collaborative product visualisation and requirements capture. **Alison Lealman** provides a wide range of administrative support for Chimera. She

has experience in supporting the running of workshops, meetings and conferences. She also has Web authoring skills, and supports Chimera's website.

**32. Glasgow Caledonian University: Professor Allison Littlejohn** is the Director the Caledonian Academy. She has led a range of projects focusing on learning design, and professional development in e-learning. Allison was previously Chair of Learning Technology and Director of the International Centre for Research on Learning at the University of Dundee, and Senior Lecturer in Academic Practice at the University of Strathclyde where she led student induction for science and engineering and undertook a five-year longitudinal study of first year students' perceptions of learning. Current projects include, 'Community Dimensions of Learning Object Repositories', 'Models of Practice', and 'Learning from digital natives: integrating formal and informal learning'. **Dr Isobel Falconer** is a Lecturer in Learning Technology. She is currently Project Manager and Co-Investigator on the JISC-funded Mod4L project, part of the Design for Learning programme. The project is working closely with teaching practitioners to develop generic practice models, mapped against a range of pedagogic approaches, which will inform the development projects in the programme. Work includes evidence gathering, facilitating workshops, setting up the project wiki, facilitating online discussion and collaborative development of models on the wiki, reporting and publications. Isobel was previously Research Fellow on the JISC-funded LADIE project, developing the Learning Activity Reference Model, a contribution to the e-framework. **Linda Creanor** is Senior Lecturer (e-learning) in the Department of General Professional and Academic Studies at Glasgow Caledonian University. Her role encompasses a range of e-learning activities including research, teaching and professional development. She has been involved in several national and international e-learning initiatives, including large-scale Dialog On and ETUDE projects which focused on e-learning and online communities in the trade union sector across Europe. Most recently, she directed the JISC funded Learner Experience of E-Learning (LEX) research study which used an interpretative phenomenological analysis approach to explore the learner perspective on e-learning across the post-16 sectors. Linda is also an adviser to the REAP project (Re-Engineering Assessment Practices in Scottish HE), a Scottish Funding Council transformational project. **Karen Berry** is the PA for the Caledonian Academy and provides a wide range of administrative support, including supporting workshops and conferences.

**33. University of Bedfordshire: Dr Nik Bessis** is a Senior Lecturer in the Department of Computing and Information systems and a member of the Institute for Research in Applicable Computing (IRAC). He obtained a BA from the Technological Educational Institute (TEI) of Athens and completed his PhD and MA at De Montfort University, Leicester. His research interests focus on the applicability of web/grid services as a method to improve communication between researchers, Decision Support Systems, WWW/Online Database Applications, Information Systems Development Techniques and Soft Systems Methodology. He has been engaged with a number of research and commercial projects including EERN (a JISC funded project where he was a work package leader), Blackbox Analytics and EuropSupervision. **Dr Mark Atlay** is currently Head of Teaching Quality Enhancement and the Director of the University's Centre for Excellence in Teaching and Learning (CETL) which is working on PDP and employability. He spent seven years lecturing in chemistry at the University of Glamorgan before moving on to work on the development of distance learning materials at the Open University. At Luton he has worked in a number of areas including Quality Assurance, Staff Development, Quality Enhancement and Educational Development. In 2003 he led the HEFCE Good Management Practice project (GMP201) on Effecting Change in Higher Education ([www.effectingchange.luton.ac.uk](http://www.effectingchange.luton.ac.uk)). This resource was developed through talking to those involved in change processes in the higher education sector about what mattered to them and how they viewed change. It looked for examples of good practice, tools and tips for managing change from the public and private sectors and sought to draw out lessons for everyone involved in change in the HE sector. The resource has been used as the basis for JISC infoNet's Change Management infoKit. **Giorgio Venturi** is research fellow in IRAC. He obtained his MSc in Social Sciences from the University "La Sapienza" in Rome. His background is in Human-Computer Interaction and especially User-centred Design, Requirements Engineering and Inclusive Design. He is currently research fellow at IRAC, working on User-centred Design of e-learning technologies. Before working at the University of Bedfordshire, he held a Marie Curie research fellowship on user-based systems development in Thales Naval Netherlands. Giorgio Venturi is a member of the Italian Special Interest Group on Human-Computer Interaction (SIG-CHI) and of the Usability Professional Association (UPA). **Andrew Callard** is the Bedfordshire's Faculty of Creative Arts Technologies and Sciences Projects Director responsible for commercial and research

contracts. He has worked on a wide range of technical and pedagogical e-learning projects for higher education, higher skills and for schools in a variety of roles. On this project he will handle the administrative and resources aspect for the Southern group.

34. **Glenaffric Ltd** is an independent consultancy specialising in the evaluation of e-learning and ICT-related programmes in HE and FE. Glenaffric Ltd has wide experience of the evaluation (both formative and summative) of major e-learning and ICT-related programmes in HE and FE (e.g. Scottish Funding Council e-Learning Transformation Programme; Higher Education Academy's e-Learning Benchmarking Exercise and Pathfinder Programme; JISC Design for Learning programme; JISC MLEs for Lifelong Learning Programme; JISC Distributed e-Learning Regional Pilots and HE Academy Subject Centre Projects). Glenaffric Ltd developed the overarching Evaluation Framework for the JISC Capital Programme. Some of this work has involved close collaboration with the JISC development team, through which the company has developed an understanding of JISC programme management (including the Managing Successful Programmes approach), organisational processes and the committee structure. In 2005, Glenaffric Ltd produced a review for the JISC of e-learning strategies across the four UK nations to identify similarities and differences, map strategic priorities to activities and plans within the JISC e-Learning Programme, and provide an indication of the implications of relevant strategies and reports for current and future JISC development work. An updated review was commissioned in 2006.

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