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|--|--|--|--|
| Cover Sheet for Proposals | |  | |
| Name of Capital Programme: Users and Innovation | | | |
| Next Generation Technologies and Practice Phase 2 | | | |
| <input checked="" type="checkbox"/> | | a) Small-scale pilots | |
| <input type="checkbox"/> | | b) Large-scale institutional demonstrators | |
| Name of Lead Institution: | | University of Southampton | |
| Name of Proposed Project: | | M3 – MUVES, Moodle and Microblogging | |
| Name(s) of Project Partner(s): | | N/A | |
| Full Contact Details for Primary Contact: Name: Julie Watson Position: Senior Teaching Fellow in e-Learning for Modern Languages and the School of Humanities Email: jw17@soton.ac.uk Address: School of Modern Languages. Building 65, Avenue Campus Highfield, University of Southampton, Southampton SO17 1BJ Tel: 02380 59 7511 Fax: 023 8059 7508 | | | |
| Length of Project: | | 13 months | |
| Project Start Date: | | 1 st December 2007 | Project End Date: 31 st January 2009 |
| Total Funding Requested from JISC: | | 50,000 | |
| Funding Broken Down over Financial Years (Apr–Mar): | | | |
| Apr07 – Mar08 | | Apr08 – Mar09 | |
| Total Project Costs | 33,369 | Total Project Costs | 76,576 |
| Amount requested from JISC | 15,385 | Amount requested from JISC | 34,615 |
| Institutional Contributions | 17,985 | Institutional Contributions | 41,961 |
| Total Institutional Contributions: | | 59,946 | |
| Outline Project Description | | | |
| <p>M3 will explore the potential of <i>Moodle</i>, Microblogging (<i>Twitter</i>) and <i>Second Life</i> with 3 student groups to enable a comparative analysis of the integrated use of these tools and environments in 3 individual learning contexts. The first 2 groups will be aimed at language learning communities; one involving primarily face-to-face interaction, and the other learning at a distance online and potentially, on the move. The final group will be recruited from interested parties from <i>Second Life</i> and/or JISC communities. A particular focus will on the opportunity to develop intercultural skills. A <i>Twitter</i> plug-in (microblogging tool) will be one key deliverable of the project.</p> | | | |
| I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box) | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| I have read the Circular & associated Terms & Conditions of Grant at Appendix B (Tick Box) | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |

M3 – MUVes, Moodle and Microblogging:

Communities on the move

1. APPROPRIATENESS AND FIT TO PROGRAMME OBJECTIVES AND OVERALL VALUE TO THE JISC COMMUNITY

1.1 Introduction

The social aspects of virtual worlds are beginning to be recognised for educational purposes¹. At the same time, the internationalisation of learning recognises a need for greater intercultural communication in contemporary education and society². Virtual worlds such as *Second Life* offer an invaluable opportunity for investigating the intercultural experience through areas of culture, identity, community and belonging in an environment developed outside the traditional boundaries of the formal education system.

However, virtual worlds do not exist apart from the real world and students' experience and use of technology is rapidly changing so that "ubiquitous portable devices" such as mobile phones, are not just "mere tools for voice communication" but devices which "store music, movies, and photos, keep students in touch with their friends by text and voice, and provide access to the wider world of the Internet at any time³".

It is still unclear however, what the full potential of these tools, virtual worlds and games applications might be for education⁴, and what might be the opportunities for personalising learning experiences. Indeed it is not clear how we might best support our learners⁵.

1.2 Aims and Objectives

A major aim of this project is to explore the use of social networking tools to create a ubiquitous and personalised learning environment. It will build on current work within the *Second Life* (MUVE) community as a next generation emergent technology to create an immersive learning experience. It will use microblogging⁶ (*Twitter*) to enable a convergent technology to promote discourse within the learner community, and to enable participation through a variety of tools. It will extend an existing application of the *Moodle* learning environment, to provide the opportunity for a hybrid solution for existing courses. This could potentially enable the transition to a course taught exclusively in *Second Life*.

A secondary aim is to create, agile, learner-focussed pedagogies for teaching languages and intercultural skills in virtual worlds and encourage the development of learner autonomy through flexible choice of communication tools.

This proposal will build on a preliminary study⁷ funded by the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies in which the effectiveness of *Second Life* is evaluated as a means of exploring the intercultural experience of an in-world community comprised of speakers of different languages and representing a variety of cultures.

¹ M. Hobbs, E. Brown, M. Gordon, (2000) Using A Virtual World For Transferable Skills in Gaming Education <http://www.ics.heacademy.ac.uk/italics/vol5iss3/hobbsbrownngordon.pdf>

² New Media Consortium (2007) The Horizon Report http://www.nmc.org/pdf/2007_Horizon_Report.pdf

³ New Media Consortium (2007) The Horizon Report http://www.nmc.org/pdf/2007_Horizon_Report.pdf

⁴ See e.g. M. Hobbs, E. Brown, M. Gordon, (2006) and Game-based learning, JISC Briefing Paper, May 2007

⁵ See e.g. DfES (2005) Harnessing technology: Transforming learning and children's services³ London. <http://www.dfes.gov.uk/publications/e-strategy/> and HEFCE (2005) HEFCE strategy for e-learning. Bristol, http://www.hefce.ac.uk/pubs/HEFCE/2005/05_12/

⁶ Microblogging – cross platform technology that includes mobile technologies, instant messaging using Google's GTalk, RSS feeds, websites, potential integration with blogs. and also with *Second Life* using a Heads-Up Device or HUD within the environment. <http://www.twitter.com>

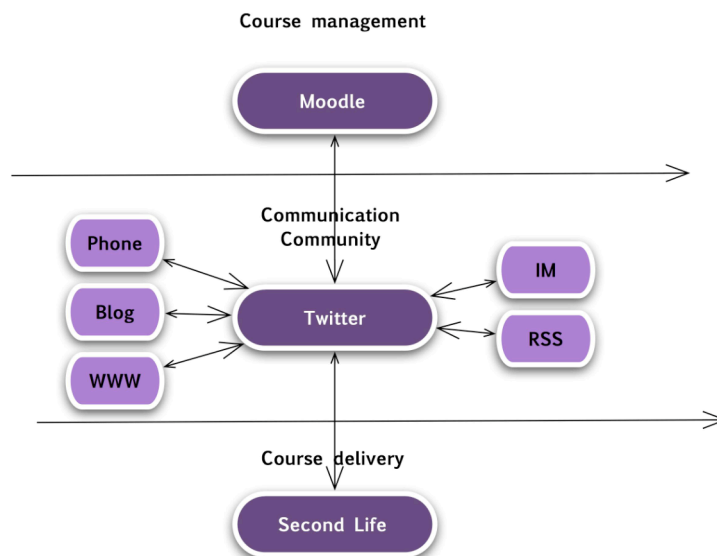
⁷ Cardenio Project <http://www.elanguages.ac.uk/secondlife> ¹

More specifically, the current proposal will take this research further by employing *Second Life* to:

- enhance the online experience of a group of international students on a pre-arrival course by adding a 3D dimension to their language learning and acculturation to British academic life.
- investigate how effective language learning and acculturation activities can be developed in *Second Life*.
- develop an appropriate convergent technology to offer learners a choice of communication tools that link their community of practice. (e.g. *Twitter* - a microblogging service, blogs, Moodle and the *Second Life* platforms).
- develop a community using web 2.0 and social software and to offer the opportunity to maintain contact outside of the *Second Life* or Moodle environments, for example whilst travelling.
- adapt effective existing class activities and learning objects LOs⁸ for use with microblogging and the SL environment.

M3 will examine the potential application of next generation emergent technologies (in social media, ubiquitous computing and personalised environments) for education, and seek to identify precisely what the benefits might be for participants engaged in a pursuing a shared learning interest, and set of goals. The project uses a user-focussed strategy, which is agile in nature.

M3 will identify more precisely what the benefits might be for language learners engaged in a pursuing a shared learning interest, and set of goals within established classes taught both face-to-face and to distance learning students. This project aligns both the JISC objectives for the social media, ubiquitous computing and personalised environments and offers a preliminary exploration of 2 emerging technologies identified by the Horizon 2007 report - those of mobile phones as digital devices that can connect communities and virtual worlds. M3 aims to offer a means to keep a virtual learning community connected through personalised delivery and contribution of content.



1.3 Project rationale

Current resources available to Modern Language teachers are one-dimensional and the M3 project will offer a 3-dimensional opportunity to engage with other students

⁸ Developed for example during the JISC funded L2) project

from other cultures. Internationalisation of education is becoming increasingly important, (Academy Exchange, Winter 2006), and the project would explore the added value that a virtual world could offer learners, particularly as one group of project students would consist of international students taught at a distance.

The use of Second Life and Twitter, a microblogging tool, would act as an connecting intermediary between the virtual community and the Moodle community. There is evidence that technology has matured and that access to technology has increased to enable a pilot study, and that learner acceptance for this sort of teaching is increasing.

9

1.4. Scope Of Proposal

Second Life (SL) is a virtual, 3-D world, technically a MUVE, (Multi-user Virtual Environment), which now has more than 9 million people registered worldwide. The opportunities that virtual environments offer in terms of social networking are already well documented, and now the focus is shifting to how SL can be exploited for educational purposes. A variety of groups for language learning and dedicated islands have been created and have thriving communities. *Second Life* offers an instant opportunity to interact with residents based around the world, and there are endless possibilities to practise language and explore intercultural ideas in an informal learning context. The in-world experience is immersive, and approximates real life to a closer degree than any other VLE, and it therefore offers great potential for language learning. Language learners' interest in SL is evidence of the potential support it offers for a more informal mode of language learning based on social networking. The current proposal would like to take this further and explore how this type of language learning activity in SL can interface both pedagogically and technically using Web 2.0 tools with established online courses delivered to both face-to-face and remote language¹⁰ learners.

Online communities have traditionally been available only through the mediation of internet-based services. Social networking and mobile devices can enable communities to continue sharing and contributing content in a variety of locations and through a variety of means.

The M3 project will build on the body of existing knowledge through interaction with the SL community as researcher, learner and resident. M3 will also seek to compliment the Eduserv-funded SL projects which explore the embedding of Moodle into SL (SLoodle), Theatron 3 - the creation of a rich environment for exploration of existing theatre models, Learning through Virtual Worlds - a comparative study of teaching in 2 virtual worlds, in addition to the work on using virtual worlds for transferable skills by Hobbs et al at Anglia Ruskin University.

M3 will explore the potential of Moodle, Microblogging and Second Life with 3 student groups to enable a comparative analysis and evaluation of the tools in 3 individual contexts. The first 2 groups will be specifically for language learning communities, one face-to-face, and the other distance learning. The final group will be recruited from interested parties from the SL or JISC communities. This will enable both external experiences and exploration of the tools in external contexts to make a comparative

The face to face course will consist of students following an MA in English Language Teaching or Applied Linguistics and who are taking an option in Learner Autonomy. The course is a mixed cohort of UK and International students who are themselves experienced language teachers and who as part of the course will be exploring the use of

⁹Fetsherin I, and C Latteman, 2007, User Acceptance of Virtual Worlds
<http://www.fetscherin.com/UserAcceptanceVirtualWorlds.htm>

¹⁰ ArriveUK <http://www.elanguages.ac.uk/toolkits/arriveuk.htm>

technology to promote learner autonomy amongst language learners. By their nature they are reflective learners themselves and they will provide an interesting foil to the less aware students of other disciplines.

Arrive UK (<http://www.elanguages.ac.uk/toolkits/arriveuk.htm>) is a tutored online course in living and studying in the UK, which has been delivered to International students in their home countries before they come to the University of Southampton since 2004. The course is hosted in the VLE Moodle and offers students a choice of technologies to work with (currently learning objects and podcasts) within a Virtual Learning Environment, which provides standard synchronous and asynchronous communication tools for tutor-facilitated discussion activities. By offering students access to a range of integrated e-technologies and online tools, which encompass both synchronous and asynchronous, and independent and collaborative use, the course helps prepare international students for transition to a new academic culture and life in a foreign country and provides a much appreciated opportunity for students to meet and bond prior to their arrival in the UK. SL offers the possibility of enhancing this acculturation and learning experience considerably precisely because it differs from a traditional VLE in the ways that residents can interact in a *visual, auditory, kinaesthetic way within a 3D environment* to create, explore and inhabit any structure or idea. Residents' interpersonal skills develop, and this allows them to form strong personal bonds with other residents.

The M3 project team have produced a draft mapping of project intentions to align with the stages of Users & Innovation Development (U&I) model, the full version can be found in Appendix C.

Stage 1 – Understanding the users/ user requirements

M3 is committed to engaging its community at every stage of the project. Both subject specialist teachers and Second Life experts will be involved in course adjustment from the early stages to ensure that content and context meet project needs, teacher and learner needs whilst still exploiting the virtual environment to its best advantage. This emphasis on user needs and user analysis forms the backbone to the project.

Stage 2 – Transition and decision stage/piloting

Following the preliminary work M3 will continue to engage an emerging Community of Practice throughout the lifetime of the project.

Summary findings from Stage 1 were implemented in paper-based sketches for learning interaction, tools and learning activities. Full details of Stage 1 and Stage 2 of the M3 U&I Model can be found in Appendix C. The M3 project tool choice is driven by community needs rather than those of new technology.

Stage 3 – Technical development stage

The Twitter plug-in will be developed at this stage of the project as the plug-in will be tested in conjunction with 3 genuine learning contexts. Piloting of the microblogging and SL environment occurs throughout the project lifecycle, but particularly with the 3 tutor/student groups for M3. This will enable both effective testing of the tool, but also the experience with 3 communities will ensure that user experiences are gathered from a range of contexts. Testing, evaluation and refinement of materials and tools occurs iteratively throughout the project lifecycle, but in particular within the 3 different learning contexts. These will consist of:

1. An MA in English Language Teaching or Applied Linguistics and who are taking an option in Learner Autonomy
2. ArriveUK is a distance learning course for international students to acculturate them into British academic and cultural life.
3. Open use of the tool by parties from the JISC/SL community to feedback experience into the final project evaluation. This will also test the tools to ensure that they remain fit for purpose within a wider community.

Implementation of user support materials and strategies will occur during this stage of the project.

Stage 4 – User acceptance

This stage involves the final evaluation and refinement of tools and materials after final analysis of project findings and results from observations, questionnaires, and dissemination activities.

2 QUALITY OF PROPOSAL AND ROBUSTNESS OF WORK PLAN

2.1 Technical And Innovation Soundness

A survey was conducted with the existing ArriveUK students to determine the technological feasibility of the project as outlined in Stage 1 of the U&I Model in Appendix C. ArriveUK students participate remotely from locations and time zones as varied as China, Turkey and the Middle East. All the tools have been tested with a community as part of the Stage 1 and 2 testing and design process.

2.2 Work plan

The M3 project work plan was developed using the U&I Development Model template to ensure that the methodology for meeting remains sound, meets U&I Development Model requirements and can accommodate change management throughout an iterative project lifecycle. The M3 project will use a lifecycle influenced by agile methodologies to ensure a core set of deliverables will be achieved on time and in budget. Active engagement of users throughout the project will ensure a sustainable and embedded project, of suitable quality and design for future users. Preliminary project documentation has been provided in Appendix C, an example Hierarchical Task Analysis, GANTT chart, U&I Development Model and Stakeholder Analysis.

2.3 Summary GANTT Chart Mapping To Stages 3 And 4 Of The U&I Models

| STAGE 3 | | | | | | | | | | | | STAGE 4 | | |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| | Dec-07 | Jan-08 | Feb-08 | Mar-08 | Apr-08 | May-08 | Jun-08 | Jul-08 | Aug-08 | Sep-08 | Oct-08 | Nov-08 | Dec-08 | Jan-09 |
| WP1 | | | | | | | | | | | | | | |
| WP2 | | | | | | | | | | | | | | |
| WP3 | | | | | | | | | | | | | | |
| WP4 | | | | | | | | | | | | | | |
| WP5 | | | | | | | | | | | | | | |
| WP 6 | | | | | | | | | | | | | | |

2.4 Workpackages and Deliverables

| U&I Development Model | Aim | Objectives | Deliverables |
|-----------------------|-----------------------------------|--|---|
| Stage 1 | User needs & stakeholder analysis | Preliminary paper-based research Preliminary in-world research Tools testing | Documentation identifying methodologies and previous user experiences Results of questionnaires Results of Cardenio project |
| Stage 2 | Paper piloting and | Adapt online course environment (Module VLE) and course | Interfacing tools; Scope micro-environments in SL to |

| | | | |
|---------|--|---|---|
| | building | content to accommodate SL activities | host activities through development of existing SL location (SIM); |
| Stage 3 | Testing environment including physical integration of tools and integrated testing with users. | Create and test plug-in for Moodle/SLoodle within VLE. Evaluation of project in 3 separate learner contexts. | Revised VLE environment and course content; revised and developed and extended SL SIM Fully functional plug-in and tools |
| Stage 4 | Deployment of outputs and management of change. | Final analysis of project tools and materials using findings from all user contexts. | Final refinement of tools and materials Completed Moodle plug-in |

2.5 Risk Assessment

According to research into 720 software project assessments by senior IT managers in 60 large companies undertaken with the Association Computing Machinery¹¹, the 6 main risk factors in software development are:

1. Use of inappropriate methodology,
2. Lack of customer involvement,
3. Lack of formal project management practices,
4. Dissimilarity to previous projects,
5. Project complexity,
6. Requirements volatility.

The lack of fit between the methodology and the project that was the most important factor as this enables project to manage and solve potential risks. The JISC U&I Development Model template has been used and adapted to ensure both alignment to the model and also adaptation of the model to suit the project.

M3 will ensure that the project lifecycle will involve an iterative cycle of development that will stakeholders at every stage of development from initial requirements development through to final evaluation of outputs. This should be iterative to enable adjustment of project outputs to meet user needs from the outset, for example as in an Agile methodology. The project will use a variety of formal project management tools to enable tracking and identification of critical project stages, for instance, task analysis, GANTT chart, critical path analysis. The technical requirements of the project are less likely to be subject to *requirements volatility* due to the Moodle plug-in remaining a standard identifiable output. The project emphasis is centred on user requirements, testing and evaluation in genuine educational environments with a variety of stakeholders and contexts throughout the project lifecycle.

Change management will be effectively controlled throughout the project lifecycle through the use of the separate learning communities to feedback and inform project outputs.

3.6 Other Risks

| Risk | Probability | Severity | Score | Action to Prevent/Manage Risk |
|------|-------------|----------|-------|-------------------------------|
|------|-------------|----------|-------|-------------------------------|

¹¹ Tiwana, A and Mark Keil The One Minute Risk Assessment Tool
http://www.acmqueue.com/modules.php?name=Content&pa=printer_friendly&pid=239&page=1

| | | | | |
|----------------|---|---|---|--|
| Staffing | 2 | 3 | 6 | Further refine project plan to allocate individuals to activities and identify critical path. Develop contingency plan with partners to identify key people who can step in to support critical activities. |
| Organisational | 2 | 3 | 6 | Clearly define roles and responsibilities with partners from the start and agree upon a set of SMART objectives. Strong project management to prevent project drift, and ensure milestones are reached on time. Adequate time for course relation materials to be developed. Develop project lifecycle to form basis of project plan. |
| Technical | 2 | 3 | 6 | Open-source and social networking services for interoperability and maximum potential for re-use and longevity of outputs. Project technical team experience will ensure technical aims remain to plan. Adequate time for revision and retesting of outputs. |
| Legal | 1 | 4 | 4 | Project IPR and copyright agreed at outset. |
| Dissemination | 1 | 2 | 3 | Dissemination activities will be co-ordinated with both the LLAS Subject Centre and JISC RSC Regional Support Centre. Dissemination via project website and existing CoP. |

2.7 e-Framework and Users and Innovation Development Model

M3 will extend and develop web services available to Moodle users, and contribute to E-Framework through the enhancement of existing webservices and open source software.

The project will benefit the wider community in terms of prototype web services relating to Sharing practice and Personalisation. This relates to the JISC Capital Programme Infrastructure strand.

E-Framework - Project outputs will be expected to extend the E-Framework by:

- Providing social networking web service that allow for the application of convergent technology.
- Prototype personalisation of learning content delivery using mobile devices and web.

2.8 Intellectual Property Rights

Project outcomes and the Twitter plug-in will be freely available via the LLAS Subject Centre website under the GNU LGPL. All project outputs will adhere to the JISC Open Source and IPR Policies.

3 SUSTAINABILITY AND FUTURE PROJECT WORK

The M3 Project will utilise open source or social technologies to enable other institutions to be able to explore the project outputs further, to avoid sustainability issues created through the use of proprietary software and technologies not openly available. Findings will be disseminated to the community to enable these to be contributed to the body of knowledge. Outputs will be made available under appropriate licensing through the LLAS Subject Centre website which will maintained and remain available for download for a minimum period of 2 years after the project end.

The M3 project has conducted have engaged with real use and stakeholder communities, and conducted user-analysis for the project, as outlined in Appendix C. These have included dissemination activities through the Higher Education Academy Language, Linguistics and Area Studies (LLAS) Subject Centre, in-house events, and a SL distance learning course provided by Boise State University in the US.

4 DISSEMINATION

- Dissemination e-Symposium of the existing LLAS-funded Cardenio project in Feb 08 will lead into project workshops in conjunction with LLAS Subject Centre for dissemination.
- M3 will work with the JISC South East Regional Support Centre for dissemination.
- Building upon existing communities of practice from such as LLAS Subject Centre for dissemination and piloting, meaning a vested interest in outputs, and a shared interest and experience.
- Real experience of using the tools with a variety of communities that can be disseminated to the JISC, SL, LLAS communities.
- Contribution to the U&I Community of the M3 U&I Development Model (Draft Appendix C)
- M3 findings will be disseminated via conference papers and articles.

5 EVALUATION CRITERIA – TESTING AND EVALUATION METHODS

The project will evaluate outputs throughout the lifetime of the project to further inform development work. Evaluation has been inbuilt into the workpackages to: evaluate the social networking tools, the SL learning activities, learner and teacher experiences of the domain with the CoP, and to evaluate the usability of the tool with the CoP. This will ensure that project deliverables meet the needs of the practitioners. The evaluation activities have been aligned to the U&I Development Model. The M3 project team expect to work in partnership with JISC for dissemination and evaluation beyond funding and to work with U&I Community to realise benefits of project outputs.

| Analysis activity Implementation of technology and practice Activity Evaluation – Observation Activity | Techniques | Deliverables |
|--|---|---|
| <ul style="list-style-type: none"> ○ Evaluate to determine the project outputs remain suited to teacher/learner needs? Adaptation as required during and after each contextual integration. ○ Implementation of the technology and practice in the context for which it was designed. ○ Iterative evaluation of the effectiveness of the technology or practice in situ and moving onto making more observations. | <ul style="list-style-type: none"> ○ Tools testing with project team members and then 3 separate SL communities. ○ Learner observation and communication inworld and within VLE ○ In course communication ○ Post course analysis ○ Feedback to design stage to revise as necessary | <ul style="list-style-type: none"> ○ Fully functional plug-in and tools ○ Fully developed support materials ○ Detailed knowledge of learner experience/satisfaction ○ Detailed knowledge of teacher experience/satisfaction ○ Evaluate each context of tools use, compare and contrast at the project end. |

6 BUDGET

| | Dec07- Mar 08 | Apr 08- Mar09 | Total |
|---|------------------|------------------|----------------|
| Directly Incurred Staff costs | | | |
| Ann Jeffery 100% 13 mts Technical Developer | ██████ | ██████ | ██████ |
| Totally Directly Incurred Staff | ██████ | ██████ | 40,976 |
| Non staff | 0 | 0 | 0 |
| Directly Incurred Total | ██████ | ██████ | 40,976 |
| Directly Allocated Staff | | | |
| Julie Watson 5% 13 mts 2% | ████ | ██████ | ██████ |
| Vicky Wright 13mts 2% | ████ | ████ | ██████ |
| Malcolm Fellows 13mts 2% | ████ | ██████ | ██████ |
| Michael Kelly 13mts | ████ | ██████ | ██████ |
| Estates costs | 3,984 | 8,964 | 12,948 |
| Directly Allocated Total | 6,486 | 14,595 | 21,081 |
| Indirect Costs | 14,735 | 33,154 | 47,889 |
| Total Project Costs | 33,369 | 76,576 | 109,946 |
| Amount requested from JISC | 15,385 | 34,615 | 50,000 |
| Institutional Contributions | 17,985 | 41,961 | 59,946 |

Percentage contribution over the life of the project

| | |
|-------------|-----|
| JISC | 45% |
| Institution | 55% |

7 VALUE FOR MONEY

The M3 project will provide value for money by providing:

- Moodle plug-in available to learning community to promote the use of microblogging in both language learning and the wider community.
- Real experience of using the tools with a variety of communities that can be disseminated to the JISC, SL, LLAS communities.
- Building upon existing communities of practice from previous projects for dissemination and piloting, meaning a vested interest in outputs, and a shared interest and experience.
- Will provide a wider understanding of cultural issues in relation to the use of a virtual environment/MUVE in teaching for both distance learning students and learners located within the institution. 9

- Exploration of the cultural issues relating to language learning and area studies in educational social spaces.
- Demonstrator Second Life teaching activities and learner feedback as case studies.
- Addition of technical specifications of the relevant E-Framework services.
- Contribution to the U&I Community of the M3 U&I Development Model (Draft Appendix C) which maps the M3 project to the U&I Development Model to ensure the project will adhere to timescales and to ensure change management process.
- Dissemination e-Symposium of LLAS-funded Cardenio project, M3 project awareness dissemination Feb 08, Feb 09 - papers and published findings of M3.

8 PROJECT TEAM

| Role | Person | Tasks | Timescale | % time |
|--|-----------------|--|--------------------|--------|
| Pedagogic and project director | Julie Watson | Course materials development Project management Course evaluation Project dissemination | Dec 07 to Dec 08 | 5 |
| Senior researcher and project officer | Ann Jeffery | Lead researcher SL mentor SL environment developer Project dissemination Tool testing Staff training User needs analysis | Dec 07 to Dec 08 | 100 |
| Technical developer Technical and project support | TBC | Develop Twitter plug-in Test Twitter plug-in | Jan 08 to April 08 | 10 |
| Head of Centre for Language Study | Vicky Wright | Project Advisory Board | Dec 07 to Dec 08 | 2 |
| Principal Learning Technologist | Malcolm Fellows | Project Advisory Board | Dec 07 to Dec 08 | 2 |
| Director of the HEA Subject Centre for Languages, Linguistics and Area Studies | Prof Mike Kelly | Project Advisory Board | Dec 07 to Dec 08 | 2 |

Appendix A – Project Team Curriculum Vitae

Julie Watson

- Oct 1st 2007: Senior Teaching Fellow in e-Learning for Modern Languages School and the School of Humanities, University of Southampton.
- Responsible for curriculum and instructional design and online learning materials development; coordinating a team of up to 14 e-materials developers; delivery of developer and e-tutor training programmes; academic liaison role and research into the role of new technologies in language learning
- Coordinating the development of e-materials in English for Academic Purposes (EAP) by team of developers based at 6 UK universities.
- Research fellow for L20 MURLLO, and CLAReT projects.
- Senior Tutor and curriculum designer for ArriveUK distance learning course delivered to pre-sessional international students at the University of Southampton.
- Co-ordinating the development of e-materials in English for Academic Purposes (EAP) by team of developers based at 6 UK universities
- Senior EAP Tutor, Centre for Language Study, University of Southampton - with particular responsibility for the integration of e-materials into core English language courses at the University of Southampton and development of an EAP online resource base.

Ann Jeffery

- Acts as a researcher for School of Modern Languages into Second Life for Language Learning, Digital Rights Management and Intellectual Property Rights Contextual Metadata in relation to RLOs.
- Ann is currently attending a distance learning module in Second Life at Boise State University.
- Has written a number of freelance, literature reviews on Learning Styles and Learning Technology, Multicultural profile of the UK and Authentication technologies in ELearning.
- Ann as wide ranging experience in Learning Technology including materials design, training teachers in elearning, providing workshops to disseminate learning technology institutional repository implementation as part of the HEFCE funded Managed Learning Environment Project – implemented learning object repository across 30+ institutions with bespoke taxonomy and metadata templates. 2002-2004
- JISC LADIE project, co-production of Learning Activity Templates for gathering case studies and use cases, literature review and workshops.

Vicky Wright

- Senior Academic Coordinator (Strategy) for the HE Academy Subject Centre for Languages, Linguistics & Area Studies (Oversees activities designed to support those teaching in languages) Directs the Centre for Language Study at the University of Southampton
- Acts as a academic adviser to the CETLs in Languages
- Director of the Centre for Language Study at the University of Southampton and member of the executive committee of the UK Association of University Language Centres
- Responsible for training of materials developers and with lead role in online EAP materials design and curriculum development at the University of Southampton, together with the development of an EAP online resource base
- Postgraduate teaching and research interests focus on independent learning and the integration of ematerials into language education

Mike Kelly

- Director of the HE Academy Subject Centre for Languages, Linguistics and Area Studies
- Director of the eLanguages Project
- Executive member of the University Council of Modern Languages UCML, member of the government's Stakeholder Group for Languages in Higher Education, within the National Language Strategy, and Secretary of the European Language Council. Mike is also the Head of the School of Humanities at Southampton University

Malcolm Fellows

- Principal Learning Technologist for Modern Languages
- Member of Resources and Technology special interest group for the Association of University Language Centres
- Member of the University of Southampton e-Learning Implementation Group
- Research and development interests in mobile learning, use of handheld tools for full-time students and lifelong language learners, use of rich media (digital audio/video) in virtual learning environments and physical learning spaces
-

Appendix B – Full Economic Costing

M3 Project Budget

| | Apr07- Mar 08 | Apr 08- Mar09 | Total |
|--|------------------|------------------|----------------|
| Directly Incurred Staff costs | | | |
| Ann Jeffery 100% 13 mts Technical Developer | ██████ | ██████ | ██████ |
| Totally Directly Incurred Staff | ██████ | ██████ | ██████ |
| Non staff | 0 | 0 | 0 |
| Directly Incurred Total | ██████ | ██████ | ██████ |
| Directly Allocated Staff | | | |
| Julie Watson 5% 13 mts 2% | ██ | ██████ | ██████ |
| Vicky Wright 13mts 2% | ██ | ██ | ██████ |
| Hugh Davis 13mts 2% | ██ | ██████ | ██████ |
| Michael Kelly 13mts | ██ | ██████ | ██████ |
| Estates costs | 3,984 | 8,964 | 12,948 |
| Directly Allocated Total | 6,486 | 14,595 | 21,081 |
| Indirect Costs | 14,735 | 33,154 | 47,889 |
| Total Project Costs | 33,369 | 76,576 | 109,946 |
| Amount requested from JISC | 15,385 | 34,615 | 50,000 |
| Institutional Contributions | 17,985 | 41,961 | 59,946 |

Percentage contribution over the life of the project

| | |
|-------------|-----|
| JISC | 45% |
| Institution | 55% |

Appendix C – Project U&I Stage Model draft documents including:

- Example Hierarchical Task Analysis
- Stakeholder Analysis
- Stage Model for M3 project showing issues, technique, product and knowledge deliverables for each stage
- Example GANTT chart for M3 project