


Cover Sheet for Proposals <i>(All sections must be completed)</i>			
Name of Capital Programme: Users and Innovation			
Next Generation Technologies and Practice Phase 2 Please tick ONE BOX ONLY, as appropriate			
		<input checked="" type="checkbox"/> a) Small-scale pilots	
		<input type="checkbox"/> b) Large-scale institutional demonstrators	
Name of Lead Institution: University of Leeds			
Name of Proposed Project: Reflect ^{2.0} - Using digital storytelling to develop reflective learning by the use of next generation technologies and practices			
Name(s) of Project Partner(s): Leeds Metropolitan University			
Full Contact Details for Primary Contact: Name: Dr John Sandars Position: Senior Lecturer in Community Based Education, School of Medicine, Leeds University Email: j.e.sandars@leeds.ac.uk Address: School of Medicine, Level 7, Worsley Building, University of Leeds, Leeds LS2 9JT Tel: 0113 343 4193 Fax: 0113 343 4181			
Length of Project: 12 Months			
Project Start Date: 1 st January 2008		Project End Date: 31 st December 2008	
Total Funding Requested from JISC: £50,000			
Funding Broken Down over Financial Years (Apr–Mar):			
Apr07 – Mar08		Apr08 – Mar09	
£12,500		£37,500	
Total Institutional Contributions: £84,000			
Outline Project Description Students across a range of disciplines - education, health sciences and performing arts within Leeds University and Leeds Metropolitan University will be piloting the use of Next Generation technologies within both institutions to collect, present and reflect on their learning. The project will 1. Pilot next generation technologies for social networking, collaborative writing and, collecting user generated content to develop high quality digital stories: using mobile devices to collect and deliver content. : 2. Evaluate the experiences of students and teachers in using the tools within the projects to develop user requirements and case studies of user experiences in using emergent technologies 3. Help demonstrate solutions that integrate the use of next generation technologies with institutional virtual learning environments and with student's own devices. This will demonstrate the effectiveness of next generation technologies by - making it easier for students to collect rich multi-media evidence of learning - using digital storytelling to add value to the use of these tools - demonstrating the impact on student's own reflective learning abilities 4. Engage with other potential Emerge projects in Leeds Metropolitan and Bradford University and within the wider community and existing close collaborative projects with Leeds Met and Bradford University through the ALPS CETL and JISC ELP.			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES	X	NO
I have read the Circular & associated Terms & Conditions of Grant at Appendix B (Tick Box)	YES	X	NO

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification

Next Generation Technologies and Practices Phase 2: A proposal for funding a small scale pilot

Using digital storytelling to develop reflective learning by the use of next generation technologies and practices (Reflect^{2.0})

Introduction

The importance of reflective learning within Higher Education has been highlighted in a wide range of policies and practices, including personal development plans (PDP) and portfolios. The aim has been to promote personalised and lifelong learning for all learners, irrespective of discipline. Reflective learning is particularly important for young people since this is the crucial time for the development of both personal and future professional identity (Niemi 1997).

However, engaging learners in reflective learning is a major concern for all educators (Boud and Walker 2007). For example, Grant et al (2006) noted that medical students appreciated the importance of reflective learning for their personal and professional development but they did not engage in the process since it did not match their preferred learning style. The approach in Higher Education is predominantly text based rather than using multimedia (Kezar 2001). However, most current students in Higher Education are members of the Net Generation and this group of students have grown up in a world that is not only dominated by technology, including next generation technologies, but it is also a multimedia rich world (Gauntlett 2007).

Next generation technologies for reflective learning

Next generation technologies, such as blogs, social networking sites and media sharing sites, offer a low technological entry level for learners to use technology to easily create and share multimedia creative products. These technologies may be offered through institutional VLEs but learners often prefer to use technologies outside formal systems (White 2007). In addition, young people are high users of mobile phones and these devices can be used to collect a range of media that can be used for reflective learning (Parks and Dransfield 2006). But recent research by JISC suggests that students are reluctant to use these technologies for learning unless they see a direct benefit (JISC 2007) Our proposal is that the digital story provides a direct tangible use of next generation technologies to enhance learning.

Reflective learning enhanced by multimedia

Digital storytelling is an approach to reflective learning that makes extensive use of multimedia. It is a collection of pictures, music and words that describes an event or story from an individual's point of view. Barrett (2006) argues that this technique 'is a highly motivating strategy that can make reflection concrete and visible'. This approach to reflective learning has been used extensively in schools and teacher training in the US. Creation of the story allows numerous opportunities for personal reflection and the sharing of the creative product allows feedback from others, thereby providing further opportunities for reflection.

In conclusion, our hypothesis is that digital storytelling has the potential to motivate learners to actively engage in reflective learning and that next generation technologies and practices have an important role in facilitating this process. We found no studies that describe this approach within a HE context in the UK.

How the project addresses vision and aims of U&I programme

Students across a range of disciplines - education, health sciences and performing arts within Leeds University and Leeds Metropolitan University will be piloting the use of Next Generation technologies within both institutions to collect, present and reflect on their learning

We will help address the following aims of the U&I programme:

1. Software tools and integration platforms for learners, teachers and researchers based on user needs and experiences piloted on an appropriate scale in real institutional and social community contexts
2. Practices that enhance the delivery of more effective, efficient and higher quality education, research and administration to institutional stakeholders through the use of next generation technologies
3. Enhanced capacity, knowledge and skills in the sector to enable the considered and sustainable take-up of emergent technologies, leading to positive and informed change in the community.
4. A sustainable community of developers and practitioners that incubates ideas and supports the development of technologies and practices using service-oriented approaches in a rapid and agile way.

We will do this by:

5. Piloting next generation technologies for social networking, collaborative writing and, collecting user generated content to develop high quality digital stories: using mobile devices to collect and deliver content. :
6. Evaluating the experiences of students and teachers in using the tools within the projects to develop user requirements and case studies of user experiences in using emergent technologies
7. Help demonstrate solutions that integrate the use of next generation technologies with institutional virtual learning environments and with student's own devices. This will demonstrate the effectiveness of next generation technologies by
 - making it easier for students to collect rich multi-media evidence of learning
 - using digital storytelling to add value to the use of these tools
 - demonstrating the impact on student's own reflective learning abilities
8. By engagement with other potential Emerge projects in Leeds Metropolitan and Bradford University and within the wider community and through existing close collaborative projects with Leeds Met and Bradford University through the ALPS CETL and JISC ELP.

The U&I Development model

U&I stage	Project Activity Summary
Stage 1 - User Engagement	Engagement with institutional learning and teaching Survey of undergraduate medical students Focus group of undergraduate medical students Initial feasibility meetings with U&I partners
Stage 2 - Transition and Decision	Prototype model to be developed and tested between September and December 2008 Results of prototype to inform next stage of project
Stage 3/Stage 4 - Technical Development/ User Acceptance and Support	Model for using next generation technologies to develop digital stories to piloted with 76+ students from Medicine, Education, Performance and Dietetics at Leeds and Leeds Metropolitan University.

See next section for more detailed description of activities.

Technology framework

The project proposes a mix of case studies evaluating different next generation technologies used by reflection. Case 1 and 2 will use institutionally supported web 2.0 technologies. Case 1 will use ELGG, a blog with social networking capabilities; Case 2 will use Pebblepad – a PDP tool . Cases 3 and 4 will use user selected tools from a range of social networking, social book-marking and media sharing resources e.g Facebook, Flickr, YouTube. All cases will use a range of mobile technologies to collect and upload multi-media artefacts for reflection. Cases 1 and 2 will use institutionally provided devices with free data connectivity; Cases 3 and 4 will use students own devices. Students will develop, share and reflect on digital stories that are created using a mixture of next generation and desktop tools. We will evaluate the usability and integration of these tools with the Institutional VLEs.

The need for the project

Stage 1- User Engagement Cycle

This project supports the University of Leeds Learning and Teaching Strategy emphasis on the use of technology to enhance learning and teaching- ('increasing the innovative ways in which technology is used' and 'championing the use of technology through innovative pilot projects') and it furthers the University strategic goals by enhancing the University's capacity for high quality blended learning. Additionally it provides tools which can be used by staff and students as part of campus life to communicate information, work as groups, share research findings and take part in communities of practice.

Leeds Met aims to offer learning environments that maximise choice, flexibility and student success (Corporate plan 2004-2008). It is committed to "identifying best practice in the use of e-portfolio systems"

and offering “enhanced facilities to support e-learning on and off site and explore opportunities to introduce innovative subject material ...into our students learning experiences” (Assessment, Learning & Teaching Strategy 2005-2008).

In October 2006, we performed a survey of all first year Leeds medical students (N=213) and found that 75 per cent were active users of social networking sites, 20 per cent used media sharing sites and 8 per cent had their own blog.

In November 2006, two focus groups (N =24) of second year Leeds medical students identified their attitudes and barriers to reflective learning. This research is part of a collaborative research project with six northern medical schools. Important themes were the need to share experiences with others, to be allowed to use a range of media and the recognition that they were doing this already, albeit often informally between groups of peers.

Tutors at course review meetings in medicine have noted the high motivation of students in student selected components when they are given the opportunity to use multimedia and new technologies, such as setting up a course blog or clinical skills teaching video.

As an ALPS partner site, Leeds Met undertook a pilot project, involving pre-registration dietetic and physiotherapy students, to deploy mobile technologies into placement settings and to develop appropriate pedagogic approaches that exploit the technology to deliver an enhanced student learning experience. MediaBoard was used to set up web-based multimedia message boards. Students and tutors contributed via SMS (text), MMS (text, picture, audio), from their mobile devices allowing the recording of immediate “real time” experiences within the placements setting. These artefacts formed a reflective multimedia blog including information about observations and learning experiences, especially pivotal incidents that support critical analysis of learning that underpins reflection. In addition the pebblePad e-portfolio has been extensively piloted within the Faculty across a range of courses, including dietetics, for reflective learning and personal development planning. PebblePad has been evaluated as part of the JISC funded ELP1 project and work is in progress as part of the JISC ELP2 project to extend the flexibility and choices for personalised learning via the use of blogs and social networking software.

Piloting of e-portfolios, designed to offer a platform for the documentation of diverse, ephemeral practice in theatre design and performance, has been implemented at Level 3 by staff in the School of Performance and Cultural Industries (PCI). The school is committed to refining the mechanisms for reflective practice and documentation to make them fit for purpose in a digital age and beginning at Level 1.

Stage 2 - Transition and decision

The purpose of this stage is to prototype a model that combines the pedagogy with the proposed technology solution to create a digital story. This will create a prototype that will be implemented in the proposed stages 3 and 4 of the project . We also use this stage to test the evaluation methods including semi-structured questionnaire to staff and students and a self-administered assessment rubric based on exemplars at <http://rubistar.4teachers.org>.

In Medicine, a group of 12 students who visit a patient in a community setting and are expected to reflect on their thoughts and feelings related to this visit. The students will work in pairs to develop a short digital story that will be shared with members of their tutorial group. The digital story will be presented using PowerPoint and shared using ELGG that the institution hosts. All students will receive instruction on the use of PowerPoint for multimedia presentation and the development of digital stories. The instruction will be presented using a purpose built online resource that is based on work with a media producer with extensive experience in digital storytelling. A group of 12 students will have full use of a 3G mobile phone that has unlimited free data transfer capability, including photographs (provided by the School of Medicine).

In PCI, starting this September (2007), Level One students are piloting techniques for capturing non-writing based outcomes from the first semester, using mobile phone technologies. Each of this cohort (some 180 students) will then work to produce a blended PDP, combining writing-based reflection with sound and video-based performance recordings. These will form the basis of a focus-group discussion based on the following questions: how, if at all, do mobile technologies facilitate reflection on ephemeral practice? What determines the selection of material for the student? How do digital sources merge profitably with writing in a blended model of PDP?

Project Description

This project will support the piloting, evaluation and embedding of next generation technologies to develop digital storytelling. The project seeks to evaluate the experiences of students and teachers, demonstrate solutions that integrate the use of next generation technologies with institutional virtual learning environments and student's own devices.

1. Piloting next generation technologies for social networking, collaborative writing and, collecting user generated content to develop high quality digital stories: using mobile devices to collect and deliver content. :
2. Evaluating the experiences of students and teachers in using the tools within the projects to develop user requirements for and case studies of user experiences in using emergent technologies
3. Help demonstrate solutions that integrate the use of next generation technologies with institutional virtual learning environments and with student's own devices. This will demonstrate the effectiveness of next generation technologies by
 - making it easier for students to collect rich multi-media evidence of learning
 - using digital storytelling to add value to the use of these tools
 - demonstrating the impact on student's own reflective learning abilities
4. By close networking with other potential related Emerge, JISC and Institutional sponsored projects in Leeds Metropolitan and Bradford University and the wider HE community.

These are expanded further below.

1. **Piloting next generation technologies for social networking, collaborative writing and, collecting user generated content to develop high quality digital stories: using mobile devices to collect and deliver content. :**

Students will use a number of next generation technologies to collect, collate, share and reflect upon multi-media evidence of learning between March '08 and December 08. All four disciplines require students to keep a reflective diary as an integral part of their course. Students involved in the project will be invited to collect evidence using mobile and other devices provided by themselves and their institutions.

Medicine

1 cohort of 12 students and one tutor Use of provided mobile phones for media collection and loading onto the institutional personal learning space (Leeds Blogs provided ELGG).

Performance and Cultural Industries

1 cohort of 20 students and one tutor Use of own mobile phones for media collection and other digital capture devices provided by the school – e.g. camcorders and minidisk recorders. Direct implementation into PDP).

Education

1 cohort of 12-15 postgraduate students and one tutor. Use of own choice of technology for media collection loaded into a personal choice of technology which is likely to include Blogs and other non-institutional social networking software.

Dietetics

A cohort of 32 first year pre- registration PG Diploma in Dietetics students will be supplied with Nokia E61 mobile devices and unlimited free data via the ALPS CETL as part of a pre existing pilot of mobile technologies. In addition the student cohort will have access to the mobile version of pebblePad provided by the institution. Students will collect digital artefacts whilst on their first practice placements to use in their digital stories and make use of pebblePad to build a reflective blog.

Deliverables

- An enhanced set of case studies exploring the preferred technical and social approaches that engage learners and tutors in developing digital stories.
- A training guide for learners and tutors on the use of next generation technologies and mobile phones to support creation and sharing of the multimedia digital story.
- Cohorts of students and tutors with skills and experience in developing digital stories using next generation technologies and mobile devices

2. ***The project will evaluate the experiences of students and teachers in using the tools within the projects and the impact of digital storytelling and mobile devices on the use of social software by students and tutors to develop reflective learning skills.***

The project will build on the interim outcomes of the JISC ELP2 project specifically the impact of social software on individual learners' engagement. Motivation and lifelong learning skills. This project will use evaluation of learners' experiences of using social software tools through JISC ELP2 to inform the development of this project.

The project will evaluate :

- 1 How learners use a range of next generation technologies for digital storytelling, including the use of technologies outside formal systems
- 2 How learners use digital storytelling for reflective learning
- 3 How tutors respond to the use of digital storytelling to develop reflective learning by the use of next generation technologies.

We will use (i) semi-structured questionnaires to all students and tutors (i) four focus groups including tutors including specific group for the mobile device cohorts and a tutor and student self administered assessment rubric based on exemplars at <http://rubistar.4teachers.org/> These rubrics include effective use of media to stimulate reflection. Evaluation will answer the following questions:

- What are the student perceptions to this new approach? Do the students feel that it enhances their reflective learning? What are the perceptions of tutors?
- How do students engage with the process of creating and reflecting on the digital story? What are the constraints (technical, organisational and pedagogic) and enablers? What are the training requirements for students and tutors?
- What is the evidence of reflective learning? Has deep learning been achieved?

Deliverables

- A training guide for learners and tutors on the use of digital storytelling to promote reflective practice, supported by training guide
- Refinement of evaluation model and data collection methods by project team with presentation of new and refined model to three focus groups of students and tutors.
- Templates of suggested ways that learning experiences can be standardised, structured and reused containing concrete examples that link both the technology and pedagogy strands of the use of next generation technologies.
- Case studies for dissemination and discussion to inform best practice and further research.

3. *The project will help integrate the use of next generation technologies with institutional virtual learning environments and with student's own devices*

The project will use next generation technologies that are being considered by institutions for integration with institutional virtual learning environments. Elgg has been a blogging pilot hosted on an ad-hoc basis by the University of Leeds since Sept 2005. Evaluation of the success of the pilot is currently underway and, if as anticipated, the evaluation is favourable, resources from the project will be provided to host the software, to support users, to develop and brand the system, to ensure the system is updated and to integrate it with other systems, especially the new VLE and the on site repositories (which will store the pod and vod casts).

Deliverables

- Evaluation of issues and benefits of using next generation technologies and mobile technologies with institutional virtual learning environments.
- Exemplar development of Digital Stories through Institutional Virtual Learning Environments using next generation technologies and mobile devices to influence future use of VLE within institutions.
- Case studies for dissemination and discussion to inform best practice and further research.

4. *By engagement with the community*

JISC Emerge, other JISC Projects

We will continue to network with other Emerge projects as it becomes apparent that there are common themes across projects. This will help to inform both our proposed project and other projects. Leeds Metropolitan project lead, Dr Jill Taylor is a member of the JISC Streamline project team users and innovation program: e-administration theme and JISC EMERGE MObi-PLacEment. Andy Pellow and Jill Taylor are project leads for Leeds and Leeds Metropolitan Universities respectively for JISC ELP2 which is part of the Learn2getha Emerge project..

Institutional

Dr John Sandars is the project lead for Virtual Learning Environment implementation in the Faculty of Medicine and Health. Dr Jill Taylor directs the Faculty of Health Learning Technology Unit. Both Leeds University and Leeds Metropolitan University are committed to embedding the outcomes and lessons learnt from these projects within institutional development programmes. (see letters of support)

Higher Education

A strength of our proposal is that it bridges several disciplines (medicine, performance studies, education and dietetics) in two institutions (University of Leeds and Leeds Metropolitan University) and has project leads with a strong profile in their discipline. This will allow the findings to be generalised and more widely applied across the institutions and sectors. We have existing close collaborative projects with Leeds Met and Bradford University through the ALPS CETL and JISC ELP through which project outcomes will be disseminated and applied.

Deliverables

- Project reports as required to JISC outlining progress and interim findings.
- Workshops and publications demonstrating the effective combination of innovative pedagogy and technology encouraging the future take up of next generation technologies by other academics in other HE and FE institutions
- A link from the JISC website to the project website to raise awareness of the project and facilitate dissemination of the project outputs and documentation
- Engagement with relevant Higher Education Academy Subject Centres for Education (ESCALATE), Health Sciences & Practice (HSAP), Medicine, Dentistry and Veterinary Medicine (MEDEV), PALATINE - Dance, Drama and Music ,
- Submission of articles to sector and curriculum-specific journals (e.g. JISC Inform, Journal of Further & Higher Education, Medical Education, Journal of Interactive Media in Education).
- Presentation at ALT 2009
- At the end of the project a free workshop style event will be held in Leeds that will be publicised and open to the wider community

Project Plan

December 2007 – February 2007

Stage 3 of the Users and Innovation Development Model

- Establish project management team
- Appointment and induction of Project Officer
- Application for institutional education ethical approval (pilot projects already approved)
- Recruitment and induction of students
- Development of a refined model based on the data analysis of the evaluation in first year medical students in September to December 2007 (the Stage 1 and 2 of the U&I DM).
- Refinement of model and data collection methods by project team with presentation of new and refined model to three focus groups of students and tutors. There will be one group from each discipline.

March 2008 – May 2008

Stage 3/4 of the Users and Innovation Development Model

- Implementation in each discipline and institution
- Data collection
- Diaries to be kept by students, tutors and project team. Identification of activity and problems
- Semi-structured questionnaire to all students and tutors in all cohorts
- Focus group with each cohort
- Tutor and student self administered assessment rubric based on exemplars at <http://rubistar.4teachers.org/>

June 2008 – August 2008

Stage 3/4 of the Users and Innovation Development Model

- Data analysis and development of refined model
- Analysis of qualitative data to identify emergent themes
- Analysis of quantitative data using SPSS

September 2008 - December 2008

Stage 4 of the Users and Innovation Development Model

- Embedding in each discipline and institution
- Data analysis and further development of refined model
- Writing up and publication of reports
- Dissemination activities

Project management

The project will be lead by Dr John Sandars and manged by Andy Pellow and leads within each discipline. This will form the project team and have responsibility:

- for ensuring project activities are completed within the agreed deadlines.
- formulating project specifications for each element of the project to ensure that scope, timeframe, outcomes and conditions of participating in the pilot exercises are clearly understood.
- Monitoring the quality and timeliness of project outputs
- Signing off project reports and outputs

A project advisory board will be convened containing stakeholder representatives e.g. senior academics from within each discipline, institutional learning and teaching leads, students and an external adviser. The role of the project advisory board will be to:

- Oversee project progress
- Advise on maximising project impact and ensure lessons learnt are shared across partners
- Advise on and sign off project outputs

Risks

Risk	Likelihood	Action
Loss of key staff such as project manager, research officer	Medium	Technology enhanced learning is well established in the University
Inability to recruit appropriate Research Officer and/or temporary Project Officer	Medium – short term Low – long term	Short term (up to 6 months): cover the activities using existing researchers. Long term:employ 2 part time researchers to cover different aspects of the project.
Unable to recruit student cohorts	Low	Provide awareness sessions to prime activity
Poor uptake of next generation technologies and mobile phones by student cohorts	medium	Provide awareness sessions to prime activity
Isolation from main eLearning initiatives within the University.	Low	Ensure continued support with senior management and alignment with institutional strategies. Compliments the work of existing teaching and learning developments
Ethical approval not being granted or substantially delayed	Low	Approval for pilot projects using similar method already granted.

IPR

With regard to the ownership of intellectual property:

- all Materials not incorporated into a Deliverable shall be owned by the Party generating the Material.
- all Deliverables shall be owned jointly by all the Parties.
- all Materials generated by third party participants who are not partners in this project shall be owned by the party generating the material, but such groups will be encouraged to share their knowledge and resources within the region, and nationally where appropriate.

Sustainability

We will build on the existing highly successful partnership developed through EMERGE to ensure that the impact of this project is maximized. The outcomes of this project will be embedded into the long term strategic plans of the partner HEIs as project aims have a close fit within existing institutional learning and teaching strategies

The University of Leeds is committed to “Deliver excellent and inspirational teaching and learning” (T7 Strategy Map) and an integral part of this is the use of personal development planning and e

portfolios. This vision informs the University wide approach to curriculum development, tutor training and funding to support these activities.

Leeds Met aims to offer learning environments that maximise choice, flexibility and student success (Corporate plan 2004-2008). It is committed to “identifying best practice in the use of e-portfolio systems” and offering “enhanced facilities to support e-learning on and off site and explore opportunities to introduce innovative subject material ...into our students learning experiences” (Assessment, Learning & Teaching Strategy 2005-2008).

Project leads will ensure embedding of project outcomes within each discipline. This will be achieved as each discipline is committed to developing and enhancing a reflective learning model which is fit for the digitally-aware and technologically adept student cohorts we are now seeing enter the university.

Medicine and Dietetics are part of the successful ALPS CETL and the outcomes of this project will help support ALPS in its aim to develop and use mobile technologies to support students in work-based learning.

The steering group will assist with developing plans for continuing the work and partnerships beyond the time-span of the JISC funding

Budget

Directly Incurred

Staff	Apr 07- Mar 08	Apr 08- Mar 09	TOTAL £
1 x grade 6 project officer 100% fte 01/01/08 - 31/12/08	£8,500	£25,500	£34,000
Total Directly Incurred Staff (A)	£8,500	£25,500	£34,000
Non-Staff	April 07- March 08	April 08- March 09	TOTAL £
Travel and expenses, dissemination etc.	£250	£750	£1,000
Total Directly Incurred Non-Staff (B)	£250	£750	£1,000
Directly Incurred Total (A+B=C) (C)	£8,750	£26,250	£35,000

Directly Allocated

	April 07- March 08	April 08- March 09	TOTAL £
Estimated Staff Costs - project management			
Project Director 0.05 fte	£750	£2,250	£3,000
Dietetics 0.05 fte	£750	£2,250	£3,000
Education 0.05fte	£750	£2,250	£3,000
Medicine 0.05 fte	£750	£2,250	£3,000
Performance 0.05fte	£750	£2,250	£3,000
Directly Allocated Total (D)	£3,750	£11,250	£15,000
Indirect Costs (E)	£-	£-	£-
Total Project Cost (C+D+E)	£12,500	£37,500	£50,000
Amount Requested from JISC	£12,500	£37,500	£50,000

Institutional Contributions			
Project management support (0.1fte)	£1,500	£4,500	£6,000
Grade 6 project officer - estates and other indirect costs	£12,225	£36,675	£48,900
JISC U&I programme Reflect ^{2.0}			

Other costs (dissemination, travel)	£500	£2,500	£3,000
Mobile devices and connectivity (Dietetics/Medicine)			
44 x T-Mobile Vario II handheld devices	£1,650	£4,950	£6,600
T-Mobile Web n Walk 3G service	£2,250	£6,750	£9,000
Nokia intellisync and Utimarco software licences	£2,625	£7,875	£10,500
Total Institutional Contribution	£20,750	£63,250	£84,000
Percentage Contributions over the life of the project			
JISC	38%	38%	38%
Partners	62%	62%	62%
Total	100%	100%	100%

Previous experience of project team

The project team has an excellent mix of significant research and practitioner experience and expertise in both learning technologies and pedagogy. Team members all enjoy a high profile within their respective disciplines. Both Dr Jill Taylor and Mr Andy Pellow have previous experience in project managing JISC funded projects.

Dr John Sandars Overall Project Lead /Project Lead: Medicine

Senior Lecturer in Community Based Education, School of Medicine, Leeds University

Main research interest is in e-learning, especially the use of newer technologies, such as blogs and podcasting, to enhance the student learning experience. I am particularly interested in online networks that link healthcare professionals. Adopts a multi-disciplinary focus and use activity system and social network analysis methods to inform my approaches. In 2005, was a WUN visiting scholar at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. Member of the WUN/ESRC e-learning research seminar series. MD submitted April 2006: On line collaborative learning for healthcare continuing professional development: an activity system analysis. Previously Director of E learning in Health, Evidence for Population Health Unit, University of Manchester and was a core member of the development group for the first UK online MPH course. I have had substantial experience in teaching at undergraduate and postgraduate level, including work in Poland and Macedonia. Academic lead for e-learning in School of Medicine. University VLE Coordinator Faculty of Health and Medicine. Co-chair for ALT-C 2008.

Mr Andy Pellow Project Manager

IT Manager, School of Medicine, Leeds University

Technical lead for Leeds University on FTDL4 E-portfolio project - developing and implementing e-portfolios for reflective learning within the undergraduate medical curriculum at Leeds University. Technical lead on University of Leeds TQEF funded project to develop and implement electronic progress files within three faculties. Responsible for adoption and significant increased use of Bodington Common VLE within Medicine. Leeds University project manager on JISC funded Enhancing Learner Progression (ELP) 1; Enhancing Learner Progression 2; and Skills Profiling Web Service Projects. Chair of ALPS CETL IT group with responsibility for development and implementation of mobile solutions to support practice-based assessment and learning.

Dr Jill Taylor Project Lead: Dietetics

Director, Faculty of Health Learning Technology Unit, Leeds Metropolitan University

National Teaching Fellow with an established track record in Medical and Educational Research. As a Principal Lecturer in Health Sciences, actively engaged with the delivery of Health based courses and as an ALPS CETL teaching, led the ALPS Leeds Met mobile technology pilot. Leading a faculty programme to pilot the use of the Pebblepad e-portfolio on Personal Development Planning modules across the Faculty of Health. Member of Institutional and cross-Institutional project teams. Il currently manage the Leeds Met aspect for the ALPS CETL Digital Repository and Digital Objects project that is exploring tools for the production and packaging of mobile learning and assessment objects for inclusion into digital repositories. Contribute as a member of the team to the Leeds Met JISC Streamline project and the JISC EMERGE

Community of Practice. Project manager for the Leeds Met arm of the JISC Enhancing Learner Progression 1 Project (ELP1) which evaluated the potential of e-portfolios to support life long learning. The project team are now investigating the issues and challenges that arise in providing personalised learning environments using e-portfolios, blogs and social networking software for widening participation. I am therefore, at the forefront of pioneering the use of e-portfolios, social networking software, and mobile technologies at Leeds Met to embrace the move towards eLearning 2.0

Professor Jonathan Pitches

Project Lead: Performance and Cultural Industries

Chair in Theatre and Performance, School of Performance and Cultural Industries, University of Leeds.

Have worked with various models of PDP for fifteen year - since piloting a scheme in Northampton in 1992. In my previous post as Principal Lecturer at MMU, I contributed to a steering group for the development of performance-based personal reflection and was co-director of the PALATINE-funded project CoLAB (2006), which sought to embed enterprise skills and reflective practices into the postgraduate curriculum and to document these using DVD technologies for national dissemination via the LTSN. At Leeds University I am director of the Performance Research Laboratory, Chair of the Theatre Dance and Performance Research Group and manager of the core module for all Level 1 students in the school where I am developing digital storytelling as a tool for PDP.

Ms Maggie McPherson

Project lead - Education

Senior Lecturer ICT in Education, School of Education, Leeds University

I have over fifteen years experience in the field of ICT in Education and online learning. My educational qualifications include a BEd, an MSc in IT and Learning, and I have just completed my PhD thesis which focused on Critical Success Factors for e-Learning. I took up my first HE position within the University of Sheffield in 1992, where (with a business background), I led the development of a post-graduate part-time distance-learning programme in IT management. From 1997 to 1999, as resources became more readily available, I managed the transition of the MA IT Management programme from a paper-based delivery system to a blended-learning mode that included a significant use of an institutional VLE. In May 2006, I consolidated my e-Learning research interests by taking up my current role, which is Senior Lecturer for ICT in Education within the School of Education at the University of Leeds. In terms of research, I have been PI for two EU Projects (COMETT and Leonardo) and have acted as co-PI for a number of others.

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28 September 2007

Next Generation Technologies and Practices Phase 2: A proposal for funding an Institutional Demonstrator project

“Using digital storytelling to develop reflective learning by the use of next generation technologies and practice”

I am very pleased to express the University of Leeds' support for this proposal.

This project will contribute directly to our Learning and Teaching Strategy's aim of using technology to enhance learning and teaching (“increasing the innovative ways in which technology is used” and “championing the use of technology through innovative pilot projects”) in the context of a firm commitment to blended learning.

This project will pilot, evaluate and help embed web 2.0 tools for social networking, collaborative writing, collecting user generated content and delivery to mobile devices. It will demonstrate tools which can be used by staff and students as part of our virtual learning environment to enhance the student learning experience and deliver high quality teaching. This project will also contribute to the success of the Assessment and Learning in Practice Settings CETL which is leading the way in the use of mobile technologies within the University.

The project will be closely linked, through common membership of management teams, to the work of the Blended Learning Futures Group and the VLE Implementation Project to ensure a coherent approach to planning, development and implementation of new tools to support and deliver high quality blended learning for all our students. In this respect, this project is of particular significance because it bridges a range of disciplines in medicine and health, education and social sciences and performance, visual arts and communications which will help to ensure relevance and embed its outcomes across the University. The project team's mixture of experience and expertise in both pedagogy and learning technologies, as well as in their particular subject disciplines, will make a significant contribution to its success.

I look forward to hearing the outcome of this invitation for project proposals.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'V Jones', with a long horizontal line extending to the right.

Professor Vivien Jones



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26 September 2007

Dear Sirs

JISC Circular 02/07: Capital Programme Call for Projects

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

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

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

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

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

Yours faithfully

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