

E-Learning Proposal Cover Sheet

Cover Sheet for Proposals (All sections must be completed)	JISC Capital Programme
--	-------------------------------

Name of Capital Programme: e-Learning			
Bid for Call: (Please tick ONE BOX ONLY, as appropriate)			
Supporting lifelong learning			
<input checked="" type="checkbox"/>	Call I – HE in FE		
Technical developments to support learning and teaching			
<input type="checkbox"/>	Call II – Assessment <input type="checkbox"/> a) Item Authoring Tool <input type="checkbox"/> b) Item Bank Software <input type="checkbox"/> c) Assessment Delivery Tool	<input type="checkbox"/>	Call IV – Admissions demonstrators <input type="checkbox"/> a) structured personal profiles, course entry profiles and pre-assessment; <input type="checkbox"/> b) improving applicant feedback; <input type="checkbox"/> c) accreditation of prior experiential learning; <input type="checkbox"/> d) e-portfolio based admissions.
<input type="checkbox"/>	Call III – Technology supported learning environments	<input type="checkbox"/>	Call V – Course description and discovery
<input type="checkbox"/>		<input type="checkbox"/>	Call VI – Course validation
Name of Lead Institution: Leicester College			
Name of Proposed Project: Pocket PCs to Support Portfolio Development of Work-Based Learning in Further Education (WOLF)			
Name(s) of Project Partner(s): University of Leicester, Beyond Distance Research Alliance University of Leicester, Institute of Lifelong Learning			
Full Contact Details for Primary Contact:			
Name: Paul Chapman			
Position: Head of Libraries & E-Strategy			
Email: pchapman@lec.ac.uk			
Address: Leicester College Aylestone Road Leicester LE2 7LW			
Tel: 0116 224 2055			
Fax: 0116 224 2190			
Length of Project: 22 months			
Project Start Date: 01 March 2007		Project End Date: 31 Dec 2008	

Total Funding Requested from JISC: £99,338		
Funding Broken Down over Financial Years (April – March):		
Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09
£2,353	£54,858	£42,127
Total Institutional Contributions: £162,503		
Percentage Contributions over the Life of the Project:	JISC 38%	PARTNERS 62%
Outline Project Description		
<p>The WoLF is a Higher Education (HE) in Further Education (FE) project. It will investigate the ways in which Pocket PCs can be used to support the portfolio development of teaching assistants on foundation degree courses delivered at FE Colleges. It will develop a model for integrating existing institutional VLEs and personal mobile devices, and institutional learning delivery and personal learning that occur in work-based settings.</p> <p>Ensuring that all teaching assistants are professionally qualified up to Level 3 is a priority for both the national government and the local Learning and Skills Council. A Foundation Degree in Educational Studies for Teaching Assistants is a main route of progression for teaching assistants to gain higher education qualifications. Systematic recording of classroom activities and developing a portfolio of evidence is a key part of their learning which occurs at their work place, while they assist teachers in primary school classrooms (from 9am – 3pm, Mondays to Fridays). A main purpose of collecting evidence and developing a portfolio is to encourage reflection on practice and to be able to link practice to theory.</p> <p>Our initial research leads us to the conclusion that the peripatetic nature of classroom assistance inhibits the use of laptop or desktop computers. Thus, such learners rely on paper-based systems to support their learning activities: evaluating schemes of work and lesson plans; recording self-assessment observations; amending teaching resources; recording feedback from staff and children. This leads to unnecessary duplication of effort in subsequent typing up for personal reflection, submission or portfolio tasks. We believe that more efficient use of technology could release more time for reflection and critical evaluation of the learning experience. Feedback from learners suggests that Pocket PCs would open up new opportunities for them to record and embed audio clips for subsequent inclusion in their personal and shared VLE outputs.</p> <p>Technology development will include configuring Pocket PCs to synchronise with the College Moodle and the University's Blackboard, repurposing the content, and devising training activities for a period of six months. The implementation and learners' use of technology will be researched over one academic year to develop a transferable model of learning and Pocket PC integration for similar work-based learning contexts. Dissemination and sustainability strategies will be built into the project from the start. The project findings will be disseminated through established regional focus networks of FE and HE institutions and through Foundation Degree Forward in East Midlands, in addition to wider dissemination strategies outlined in the bid. The project will be sustained for at least a period of 24 months after the end of the funding period.</p>		
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES ✓	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO

Pocket PCs to Support Portfolio Development of Work-based Learners in Further Education: the WoLF Project

1 Introduction

1.1 Rationale for and the nature of the work to be undertaken

The WoLF is a Higher Education (HE) in Further Education (FE) project. It will investigate the ways in which Pocket PCs can be used to support the portfolio development of teaching assistants on foundation degree courses delivered at FE Colleges. It will develop a model for integrating existing institutional VLEs and personal mobile devices, and institutional learning delivery and personal learning that occur in work-based settings.

Ensuring that all teaching assistants are professionally qualified up to Level 3 is a priority for both the national government and the local Learning and Skills Council. A Foundation Degree (FD) in Educational Studies for Teaching Assistants is a main route of progression for teaching assistants to gain higher education qualifications. Systematic recording of classroom activities and developing a portfolio of evidence is a key part of their learning which occurs at their work place, while they assist teachers in primary school classrooms (from 9am – 3pm, Mondays to Fridays). A main purpose of collecting evidence and developing a portfolio is to encourage reflection on practice and to be able to link practice to theory.

Our initial research leads us to the conclusion that the peripatetic nature of classroom assistance inhibits the use of laptop or desktop computers. Thus, such learners rely on paper-based systems to support their learning activities: evaluating schemes of work and lesson plans; recording self-assessment observations; amending teaching resources; recording feedback from staff and children. This leads to unnecessary duplication of effort in subsequent typing up for personal reflection, submission or portfolio tasks. We believe that more efficient use of technology could release more time for reflection and critical evaluation of the learning experience. Feedback from learners suggests that Pocket PCs would open up new opportunities for them to record and embed audio clips for subsequent inclusion in their personal and shared VLE outputs. The project will also work with teachers to inform the design and/or repurposing of content that is less A4-centric and more compatible with small screen displays.

A Pocket PC will enable the teaching assistants to capture the evidence more efficiently and appropriately than pen and paper and laptops. Folding keyboards and embedded voice recording will help students to capture textual and audio evidence with minimal effort, avoiding the need to open and set up a laptop computer in class.

Much of the previous work on the use of Pocket PCs in Further Education settings (JISC, 2005) have been either to deliver teacher-generated content rather than to enable students to carry out learning tasks, or to offer flexibility of accessing content rather than to engage at a deeper pedagogical and conceptual level. Evaluation of case studies using mobile learning technologies (Kukulska-Hulme, 2005, p. 196) identify 'new ways of recording learning experience' such as 'reflective logs and personal development profiles' as important research and development areas. In cases where technologies have been developed for portfolio tasks such as the Interactive Logbook project (JISC, 2005), the hardware (Tablet PC) is too large for the specific work-based learning context of Teaching Assistants. Where Pocket PCs have been used for user driven activities such as the Student Learning Organiser project (Corlett et al., 2005), the learner cohorts were traditional undergraduate students on conventional campus based courses. The WoLF project will examine how Pocket PCs can improve the work-based learning of mature students at FE contexts.

1.2 The proposed technology

The proposed project will involve a total of 30 1st, 2nd and 3rd year students on a FD in Educational Studies for Teaching Assistants delivered at Leicester College on behalf of the University of Leicester. Students will be given Pocket PCs (see Fig.1) that are synchronized with the College VLE Moodle. Students will download relevant tasks and contents from the College VLE onto their Pocket PCs via their home computers through the synchronisation facility and carry these instructions to the classroom. In the classroom they will capture and record portfolio evidence for the tasks given by their lecturer at the College. In addition students will use Pocket PCs to make their reflective notes during their working hours from 9am – 2pm. Upon returning home, students will be able to upload the recorded evidence and reflective notes on to the respective parts of the VLE through

the synchronisation facility. In summary, Pocket PC technology will act as bridge between the institutional VLE accessed through the home computer and the learning activities that occur in the classroom.

Fig. 1 HP iPAQ hx2110 Pocket PC with folding keyboard



1.4 A scenario of how the technology is going to help the learners

Box 1 is a scenario of how the Pocket PC could help Megan, a second year student on the FD course:

Megan Taylor works Monday-Friday in a Year 1 classroom at her local lower school, helping Frances Robinson, the class teacher, who is also her in-class mentor. Megan attends the FE College, as a 2nd Year FD student, after work on Monday for about 5 hours: she meets other students on her course, takes part in seminars and meets her tutor, Mr Pearlman. An important part of her tutorials is guidance from Mr Pearlman on gathering evidence for her portfolio. He gives Megan and her fellow-students sets of learning tasks for them to carry out during the week in the classroom with the children.

Megan says that after each school day (except Monday!) and at the weekend she can find time to write up and evaluate the evidence she has collected through the tasks, linking it to theory. But when she was a 1st Year student she had difficulty writing enough notes during the hurly-burly of her day in the classroom. The teacher needed her to cope with slow learners, or to take a small group for half an hour, or to attend to a child who had had a small accident, or something else. There was no time to consult her notes of what the tutor wanted, nor to record what she was observing. She tried to be better organised but couldn't keep track just using pen and paper.

Now, in her 2nd Year, Megan has a Pocket PC, onto which she downloads, from his VLE course page, Mr Pearlman's advice and the sets of tasks for a couple of weeks ahead. At first, Mr Pearlman only wrote notes, but now he adds diagrams and occasionally photos to explain what he means. For observation of children's development, he expects Megan to record events on a small spreadsheet. Last time, Megan was surprised but pleased to discover an audio recording as well: his wise voice speaking about discipline problems was reassuring and she listened to him several times as she drove to school in the car. She wished she'd had a learning aid like that in her 1st Year. In class, she scribbles notes to herself on the Pocket PC screen as she goes along, or uses the folding keyboard to enter on a class list who gets stars from Frances Robinson and what for. It's easy to download most of the day's 'takings', with the Pocket PC's timeline, into her computer when she gets home. Halfway through the first term, she's already quite slick with this friendly little device. The children think it's great...

Next week, Megan has to prepare for Mr Pearlman's visit: once a term he comes in, observes her at work, talks to Frances and writes a report. She knows she will feel more confident with her Pocket PC at hand, ready to consult if necessary. After that minor ordeal is over, she can focus on writing up her module assignment, using the data she collected with the Pocket PC.

Studying part-time as well as holding down a full-time job means using every minute to good effect, she knows. If she is to do well in her presentation and personal portfolio she needs a rich source of data to draw on. That's where her Pocket PC comes in very handy. Megan says "I know I'm a teaching assistant; I feel as though I have a thinking assistant and extra memory -- my Pocket PC!"

1.5 Research and development of the pedagogical framework

The use of the technology will be researched for 12 months in order to test the technology and to develop a transferable model of learning for other similar contexts depicting the relationship between the learner, the classroom and its teacher and children, the other learners and the tutor and the college. Evaluation and research will be guided by recent research exploring the nature of learning facilitated by mobile learning devices (e.g., Taylor et al, forthcoming; McAndrew, Taylor and Clow, (forthcoming), and Scanlon, Jones, and Waycott, 2005).

The University of Leicester, the collaborating partner, will carry out the research and evaluation of the project. Taking an ethnographic approach, the research process will include:

- participant observations in the workplace (classrooms) and during face to face sessions at the College, observing how Pocket PCs support reflective learning activities
- visits to students' homes to observe how the Pocket PC technology is being used by students
- analysis of portfolio evidence, entries on Pocket PCs
- interviews with class room teachers and children about their perceptions and opinions on the use of the technology
- observation and analysis of the online discussion forums and blogs and tracking student use of various VLE tools (e.g., content areas, discussion boards)
- interviews with other project staff such as the project manager, learning resources staff, technical support staff

1.6 Dissemination

In addition to the wider dissemination strategy outlined in the project work-plan (Wrokpackage 6, pages 5 and 6), the project outcomes will be directly disseminated through two established networks of FE and Sixth Form Colleges, and Universities in East Midlands and an international network of researchers and practitioners interested in learning technologies in various educational settings. The two sub-regional focus networks, the Colleges and Universities Leicester Network (CULN) and the Skills for Sustainable Communities Lifelong Learning Network (SSC LLN) collectively have a membership of 23 FE and Sixth Form colleges and six universities across much of the East Midlands and part of the West Midlands. The CULN, funded by the University of Leicester, works with FE Colleges to develop and deliver FDs. Further developments in FDs will draw on from the findings from the WoLF project. Findings will also be disseminated at senior CULN committee meetings (4 times a year), chaired by the Vice Chancellor of UoL and involves principals and senior staff. The SSC LLN, with three years funding from Sept 2006, will also provide a mechanism to disseminate project findings through its meetings and to embed good practice which will be supported for at least three years. In addition each LLN is a member of the national practitioner's forum and this mechanism will be used to disseminate findings to a national audience with an interest in integrating learning technologies for work-based learning.

The third network, the Beyond Distance Research Alliance (BDRA), headed by Professor Gilly Salmon and based at the University of Leicester, will take a lead role in disseminating the project findings through keynote speeches at national and international conferences, an annual e-learning conference held at University of Leicester, regular seminars and other formal and informal for a.

The project will engage with the JISC Regional Support Centers, AOC/NILTA, the HEA Subject Centres and CETLs to explore and make use of appropriate means of distribution of our findings and guidelines, in addition to published means of distribution.

Finally, Foundation Degree forward (East Midlands) fully support this bid as it supports their priority to enable work based students to fully access FDs. With the support from the senior level, the project will disseminate findings to the FDF Network consisting of approx 3,500 members across education, employment and other stakeholders as well as through the Future Foundations Project (currently funded by East Midlands Development Agency and Government Office East Midlands).

1.7 Sustainability

The project will be sustained for an additional 24 months which we anticipate being the realistic 'lifetime' of the purchased Pocket PCs. This will enable the 1st year cohort to engage with this technology for the full three years of their programme. Furthermore, we are confident that our concept is sustainable as the portable delivery, recording and personalization of e-learning, can be transferred to similar FD work-based learning environments where the portability of technology is essential – for example on construction sites, in commercial kitchens and on hospital wards.

Once training has been provided to key staff members delivering this course, the core staff remaining after the funded period will be the staff currently involved in the delivery of the FD. The role of specifically employed staff will be finished and learning from the funded year will be embedded within the existing staff structures. Utilising existing networks such as the CULN and the SSC LLN will ensure that learning from this project continues beyond the funded period. If it is proven that this model is beneficial to students, further funding would need to be sought, and potential funders might include manufacturers (through sponsorship) or stakeholders such as Foundation Degree Forward or employers. The project team will explore further funding opportunities as part of this project.

1.8 The length of the project, start and end dates

The length of the project is 22 months and will run from 01 March 2007 to 31 Dec 2008.

1.9 How the project will contribute to the JISC e-Learning Programme

- This project will contribute to the e-Learning programme and its sub-theme lifelong learning through its four key deliverables: (1) a first transferable and testable model of the potential for vocationally oriented student learning supported by Pocket PCs, and a 'proof of concept' that can be reused and retried in different work-based learning contexts and disciplines. (2) Resources for practitioners for designing reflective learning activities based on work-based learning scenarios and using Pocket PCs to capture evidence for portfolios. (3) Exemplars and user cases developed from the evidence of students' learning experience. (4) Guidelines for integrating the use of Pocket PCs into work-based learning and into institutional VLEs within disciplinary and institutional specific contexts and as part of institutional e-learning strategies.
- The findings from the project will contribute to the e-Learning programme by helping the development of mobile technologies such as Pocket PCs to improve reflective learning and personal development of work-based learners on FD courses and their progression into other higher education pathways.
- The project will develop a model for collaboration between FE and HE, and amongst FECs for evaluating and researching the use of e-learning tools and technologies and for transfer of knowledge and expertise across sectors.
- The project will contribute to the application of mobile technologies and integrating them within institutional VLEs, drawing on theories of educational engagement through mobile devices and informal learning, situated learning and lifelong learning.

1.10 How the project will contribute to institutional strategies

WoLF is fully complementary with the strategic aims of Leicester College and specifically relates to key objectives in its Higher Education, Teaching and Learning and Workforce Development strategies.

UoL strategic linking here.

2 Project description

2.1 A description of the intended project plan, time table and deliverables

The project will be carried out from March 2007 – December 2008 delivering 6 Workpackages.

Workpackage 1: Detailed project management plan (Mar – Apr 07)

Workpackage 2: Technological development (May – Aug 07)

Workpackage 3: Technology implementation (Sept 07 – Aug 08)

Workpackage 4: Researching the use of technology (Sept 07 – Aug 08)

Workpackage 5: Development of the pedagogical model for integrating Pocket PC into work-base learning (Sept 07 – Aug 08)

Workpackages summary

	Work Package (WP)	Results and outputs: By the end of this stage we will have achieved/produced	Activities leading to this output		Lead by
WP1	Detailed Project planning	Project planning completed; Project manager in post & inducted; Appropriate links & liaisons with other JISC programmes established; Online dissemination channels established;	Set up project management; Recruit the project manager cum learning technologist; Set up steering group & project management group meetings; Set up regular liaison with relevant projects; purchase of Pocket PCs and folding keyboards, development of the project website and project weblog,	Mar – Apr 2007	Mr Paul Chapman, LC
WP2	Technological development	Technological developments tested, completed and ready for implementation.	Configure Pocket PCs to synchronize with College VLE Moodle; Train the lecturers on the use of the technology; Provide additional content on the VLE in preparation for the implementation; Pilot test the technology with students;	May – Aug 2007	Mr Paul Chapman, LC
WP3	Technology implement'n	Implementation of the learning technology within the cohort modules (1 st yr, 2 nd yr, 3 rd yr).	Delivery of learners inductions; providing on-going technical support for teachers and learners	Sep 07 – Aug 08	Mr Paul Chapman, LC
WP4	Researching the use of technology	Background information for research completed and instruments developed and tested; research staff in post and inducted; technology implemented and research being carried out; data collection and analysis in progress.	Review literature; Develop and test relevant research tools; Recruit researcher; Implement the technology within the cohort modules (1st year, 2nd year and 3rd year); Conduct ethnographic study of use of the technology by cohort students	Sept 07 – Aug 08	Prof. Gilly Salmon, UoL
WP5	Development of the pedagogical model'	The pedagogical model and the 'proof of concept' that can be reused and retried in different work-based learning contexts developed	Data analysis; present findings to CULN 'practitioner forum' at 4-monthly intervals, feedback fed into to research and data analysis	Sept 07 – Aug 08	Prof. Gilly Salmon, UoL
WP6	Dissemination and Sustainability	The model available for wider HE & FE sector; Wide dissemination in use extend to new disciplines & FE Colleges, working online Continuing partnership.	Outline dissemination and sustainability plans from start; Disseminate use cases available on project blog; Prepare interim reports; Plan for sustainability; Prepare final report; Deliver keynotes, presentations and workshops at conferences and seminars	Mar 07 – Dec 08	Paul Chapman, UoL Ms Elaine Crew, UoL

The Workplan

		Phase 1: Mar - Apr 07		Phase 2: May - Aug 07						Phase 3: Sept 07 - Aug 08							Phase 4: Sept 07 - Dec 08						
		Mar 07	Apr 07	May 07	Jun 07	Jul 07	Aug 07	Sep 07	Oct 07	Nov 07	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
Month →		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WP1	Establishing the financial administration of the project																						
WP1	Recruitment and induction of the project manager cum learning technologist																						
WP1	Establishment of the project steering group and the project management group; agreement and arrangement of meetings for the 2 years																						
WP1	Liaison with relevant national projects																						
WP1	Purchasing of Pocket PCs, folding keyboards and other technology																						
WP1	Setting up evaluation criteria and methodologies																						
WP1	Training plan for teachers																						
WP1	Development of the project quality assurance and improvement cycle																						
WP1	Development of a project website and a project weblog.																						
WP2	Design of delivery portal in Blackboard and Moodle																						
WP2	Creation and/or repurposing of content/objects in Pocket PC compatible format																						
WP2	Uploading of content/objects to content management system																						
WP2	Setting up of Pocket PCs and memory cards																						
WP2	Creating of teacher and learners user technical documentation																						
WP2	Configuration of Pocket PCs to synchronize with College VLE Moodle																						
WP2	Training for the College lecturers on the use of the technology																						
WP2	Planning for learner induction activities																						
WP2	Pilot testing of the technology with teachers and students on FD programme																						
WP3	Implementation of the technology within the cohort modules (1 st year, 2 nd year and 3 rd year)																						
WP3	Deliver learner inductions																						
WP3	Provide ongoing technical support for teachers and learners via telephone, email, VLE FAQ section																						
WP4	Systematic review of literature																						
WP4	Development and testing of research instruments																						
WP4	Recruitment of the Researcher																						
WP4	Ethnographic study of the use of the technology by cohort students																						
WP4	Learner blogs available on VLE																						
WP5	Developing the pedagogical model through data analysis, presenting draft findings to CULN 'practitioner forum' and receiving feedback																						
WP6	Outline dissemination and sustainability planning																						
WP6	Use cases available on project blog																						
WP6	Update literature review																						
WP6	Interim reports																						
WP6	Final report																						
WP6	Keynote addresses, presentations and workshops at conferences and seminars; journal papers																						

2.3 Project deliverables

1. A 'proof of concept' that can be reused and retried in different work-based learning contexts and disciplines. The model will be presented in highly accessible diagrammatic form with examples and user cases which will be available to practitioners to use with feedback. It will be distributed from an open website and through supported workshops.
2. Resources for practitioners for designing reflective learning activities based on work-based learning scenarios and using Pocket PCs to capture evidence for portfolios. The project website will offer researched and tested guidelines and downloadable examples of use cases. An e-mail address will be offered for technical advice.
3. Exemplars and user cases developed from the evidence of students' learning experience. These will be produced from the commencement of the study, through the project website and the project weblog feeding from learners' diaries and blogs. Exemplars and use cases will be available on the project and BDRA website on completion of the project. These will be made available from the JISC website
4. Guidelines for integrating the use of Pocket PCs for work-based learning and into institutional VLEs within disciplinary and institutional specific contexts and as part of institutional e-learning strategies.

2.4 Evaluation Criteria

A range of quality assurance criteria will be agreed to measure the effectiveness of our progress and distance traveled. A rolling action plan will be monitored on a monthly basis by the Project Management Team. The project will be evaluated based on five themes outlined in the table.

Theme	Criteria	How measured
Technology: Pocket PC	Reliability Robustness Usability Costs, benefits and outcomes	User feedback Analysis of technical support queries Financial monitoring
Technology: VLE	Usability Content 'compatibility' Enrichment of VLE compared with pre-project years	User feedback Analysis of materials Amount of repurposing required to enable dual platform use
Pedagogy – from the learner perspective	Quality of portfolio evidence gathered Quality of course submissions Quality of VLE 'community' submissions Learner satisfaction	Teacher and Research Assistant value judgments User feedback
Pedagogy – from the teacher perspective	Value judgment as to the quality of work	Interviews with classroom teachers
Outcomes – from the employer perspective	Classroom teachers' perceptions	Interviews with classroom teachers

2.4 Risks

No	Risk	Probability	Impact	Mitigation
1	Project Manager and RA recruitment is delayed	3	5	Start recruitment process for project manager as soon as bid outcome is known; Leicester College learning technologist staff available now to start;
2	Absence/illness/loss of key staff	2	5	Sufficient cover from project team, partners and within Beyond Distance Research Alliance to ensure continuing work. Leicester College has robust attendance management procedures in place.

3	IT failures	1	3	High level support from Leicester College IT services
4	Evolution of user expectations and requirements over time	3	5	Regular review and research process to gain insight into learner experience and feed into the teaching staff and project management
5	Failure to enable wider adoption of the technological and pedagogical model	3	5	Early start of dissemination activities and sustainability plans through CULN and LLN regular fora and activities; Wiki from the start, blogs, project website.

(Scale: 1 = Low, 5 = High)

2.6 How the project outcomes will be of value to the JISC community

The lead partner is a large general FE college with 28,000 learners, including 520 studying on HE programmes. In its recent Ofsted/ALI inspection, the college was rated as outstanding for meeting the needs and interests of learners (Ofsted, May 2006). The College's adoption of e-learning within the Moodle open source course management system has been widely praised. The collaborating partner, University of Leicester, has considerable experience of carrying out applied research on learning technologies. Both partners will draw on their expertise in implementation of learning technologies, curriculum provision and research. Both partners have cross sector working relationships through on-going partnerships through the work of the BDRA, CULN, LLN, AOC/NILTA and the Quality Improvement Agency (QIA).

This project will assess the benefit of using Pocket PCs as tools to aid reflection and the management of personalised learning. The final report, use cases and exemplars will all be applicable across a wide range of institutions in the JISC community that have an interest in improving learning experience and provision in learning contexts where a significant proportion of learning occurs in the workplace.

2.7 Statement regarding intellectual property rights

The project partners agree to abide by JISC's understanding of IPR as explained in paragraphs B10 and B11 of JISC Circular 4/06: JISC Capital Programme: Call for Projects, September 2006. IPR of content created and technology developed as part of the project will remain with the two partner institutions and will support repurposing under the JORUM agreement.

2.8 Governance and Management of the Project

The proposed work will be carried out within a governance and management structure which allows practitioners to influence developments whilst providing a top-level steer to manage the strategic direction of the project.

- 2.81 Project Steering Group:** Members of the steering group will include senior personnel from the key stakeholders, notably the Principal of Leicester College, the Pro-Vice chancellor for Teaching and Learning at the University of Leicester, an adviser to the BDRA and the Regional Director, Foundation Degree Forward (East Midlands) The steering group will meet four times during the project.
- 2.82 Project Management Team:** The core staff group will consist of the key personnel from Leicester College (Project leader, project manager, course director) and key contributors from the University of Leicester (Principal investigator, Head of Foundation Degree, Network Coordinator, and the research associate). The project management team will meet once a month to review progress and to guide development of the project.
- 2.83 Practitioners' forum:** In order to ensure that the project findings and deliverables are appropriately grounded in practice an existing group of FE and HE teachers will be asked to consider specific issues referred to it by the steering group. The project will make use of the CULN's ICT/e-Learning Working Group (with a membership of learning technology and practitioner staff from CULN member colleges) as a 'Practitioner Forum' to review the project findings from practitioner perspective and to feed into the research process. The 'Practitioner Forum' will meet three times a year.

3 Budget

	Cost Heading / Institution / Item	Year 1 (Mar 07)	Year 2 (Apr 07 – Mar 08)	Year 3 (Apr 08 – Dec 08)	Total
A	Directly incurred / allocated				
A1	Leicester College				
	Staff – Project manager / Learning Technologist salary & on costs				
	Purchase of HP Pocket PCs, Folding Keyboards and 1GB Memory Cards	£0	£8,790	£0	£8,790
	Consumables (Stationery, printing & postage)	£50	£150	£100	£300
	Travel & subsistence (Project meetings, workshops, steering group costs & visits to other projects)	£42	£458	£500	£1,000
	Conference presentations	£0	£300	£1500	£1800
	Hospitality	£0	£100	£100	£200
	Reports - Interim & final	£0	£200	£200	£400
A2	University of Leicester				
	Staff - Researcher salary & on costs				
B	Institutional contributions				
B1	Leicester College				
	On cost salary for Paul Chapman (40 project days only)				
	On cost salary for Chris Battison (40 project days only)				
	On cost salary for Kirsty Lewis (18 project days only)				
	Estates and Indirect Costs (includes buildings and premises, utilities, cleaning, security, safety, admin, libraries, ICT etc.)	£2,139	£23,537	£29,706	£55,382
B2	University of Leicester				
	On cost salary for Prof. Gilly Salmon (40 project days only)				
	On cost salary for Dr. Palitha Edirisingha (40 project days only)				
	On cost salary for Elain Crew (27 project days only)				
	Estates costs (includes buildings and premises, utilities, cleaning, security, safety)	340	3,735	4,884	8,959
	Indirect costs (includes university admin, library, central computing, other departmental services)	2,160	23,757	26,862	52,779
	Full economic costing for project	8,921	127,110	124,810	260,841
	Total institutional contributions	6,568	72,252	83,683	162,503
	Total cost applied for from JISC	2,353	54,858	42,127	99,338

4 Key project personnel

Leicester College (Lead partner)

Paul Chapman: is Head of Libraries and e-Strategy with strategic responsibility for information management and technologies. Formerly Learning Resources and ILT Manager at Cambridge Regional College (1994-2003) where innovative e-practice was highlighted by, BECTA, the British Library, CILIP, NILTA and the Scottish Further Education Unit. An early adopter of the Moodle open source course management system. Chair of Libraries and Information East Midlands. Member of the JISC Regional Support Centre (East Midlands) Steering Group. Board member of Museums, Libraries and Archives, East Midlands.

Chris Battison: is the college's E-Learning Co-ordinator. He spent 10 years in the commercial and consumer electronics sector before becoming a teacher and latterly, an Advanced Practitioner in the Computing department at college. Chris has extensive commercial and industrial experience in IT, the Internet and related technologies and has worked as an IT, networking and web application consultant. He has wide experience with ICT development tools and is conversant with many applications, programming languages and operating systems.

Project Manger/Learning Technologist: post to be advertised and recruited for 1 March 2007 start.

Kirsty Lewis: is the Course Team Leader for the FD in Educational Studies for Teaching Assistants (originally the HNC/D Early Years - a qualification for trained Nursery Nurses) and the Specialist Teachers Assistant award (Level 3) at Leicester College. She holds a degree in English, and was a Year 1 and 2 primary school teacher for five years specialising in the role of curriculum co-ordinator for art and design technologies.

University of Leicester (collaborating partner)

Prof Gilly Salmon: is Professor of E-learning & Learning Technologies, author of E-moderating and E-tivities, researcher and practitioner in networked and online learning, UoL director of PROWE project (JISC funded) 2005-6, UoL Director of the HEFCE funded e-learning Benchmarking pilot 2006, pathfinder project 2006 – 2007. Principal Investigator of HEA funded project entitled *Informal Mobile Podcasting And Learning Adaptation* (IMPALA). Prof. Salmon directs the Beyond Distance Research Alliance and has set up the Media Zoo, both of which provide extensive opportunities to reach the wider community.

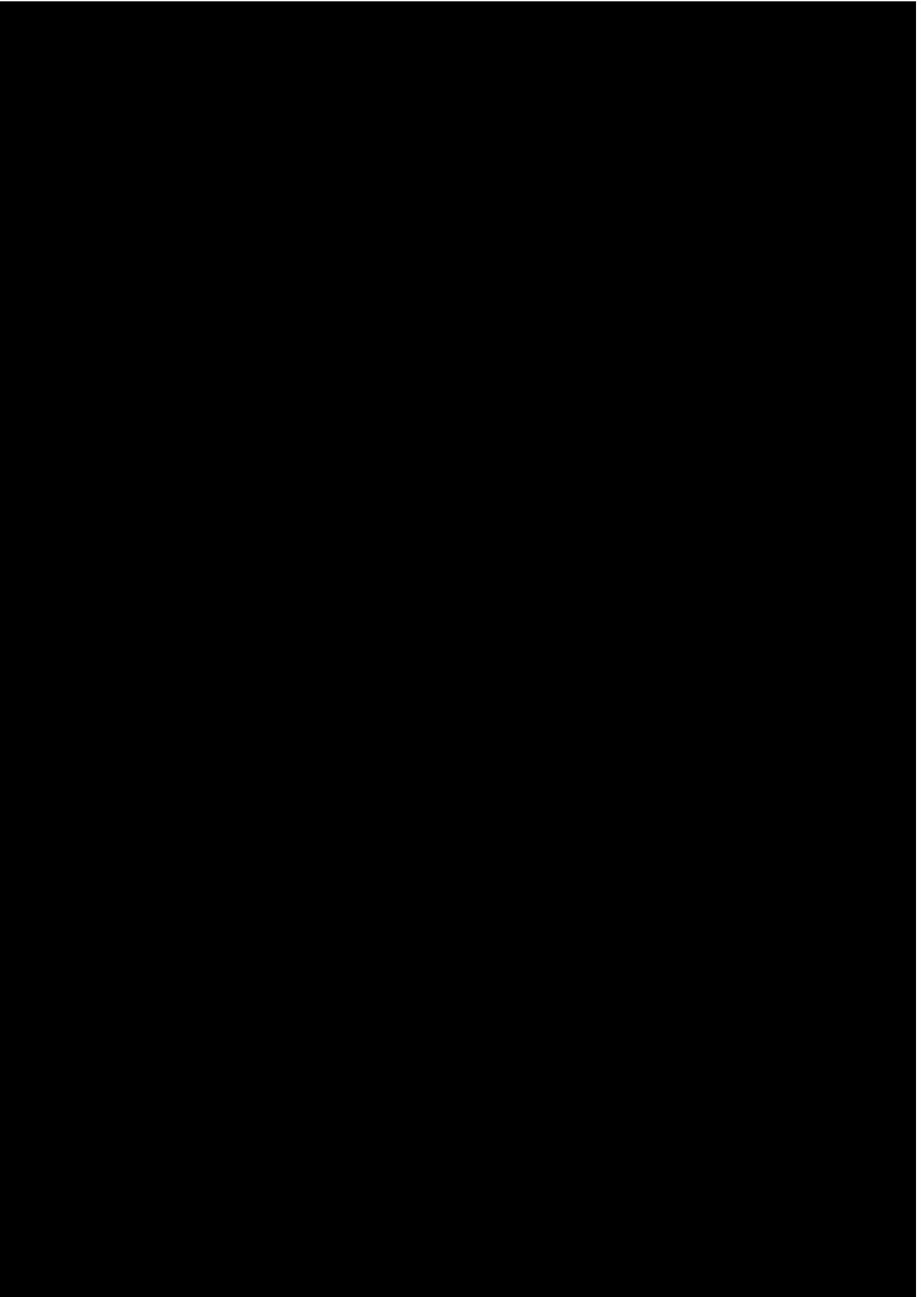
Dr Palitha Edirisingha: is Lecturer in E-Learning, Beyond Distance Research Alliance. Co-Investigator of the IMPALA project (HEA funded, June 2006 - May 2007); Senior Researcher on Widening Access and Success; Learning and New Technologies research project at Kingston University (Atlantic Philanthropies funded; July 2002 - Dec 2004).

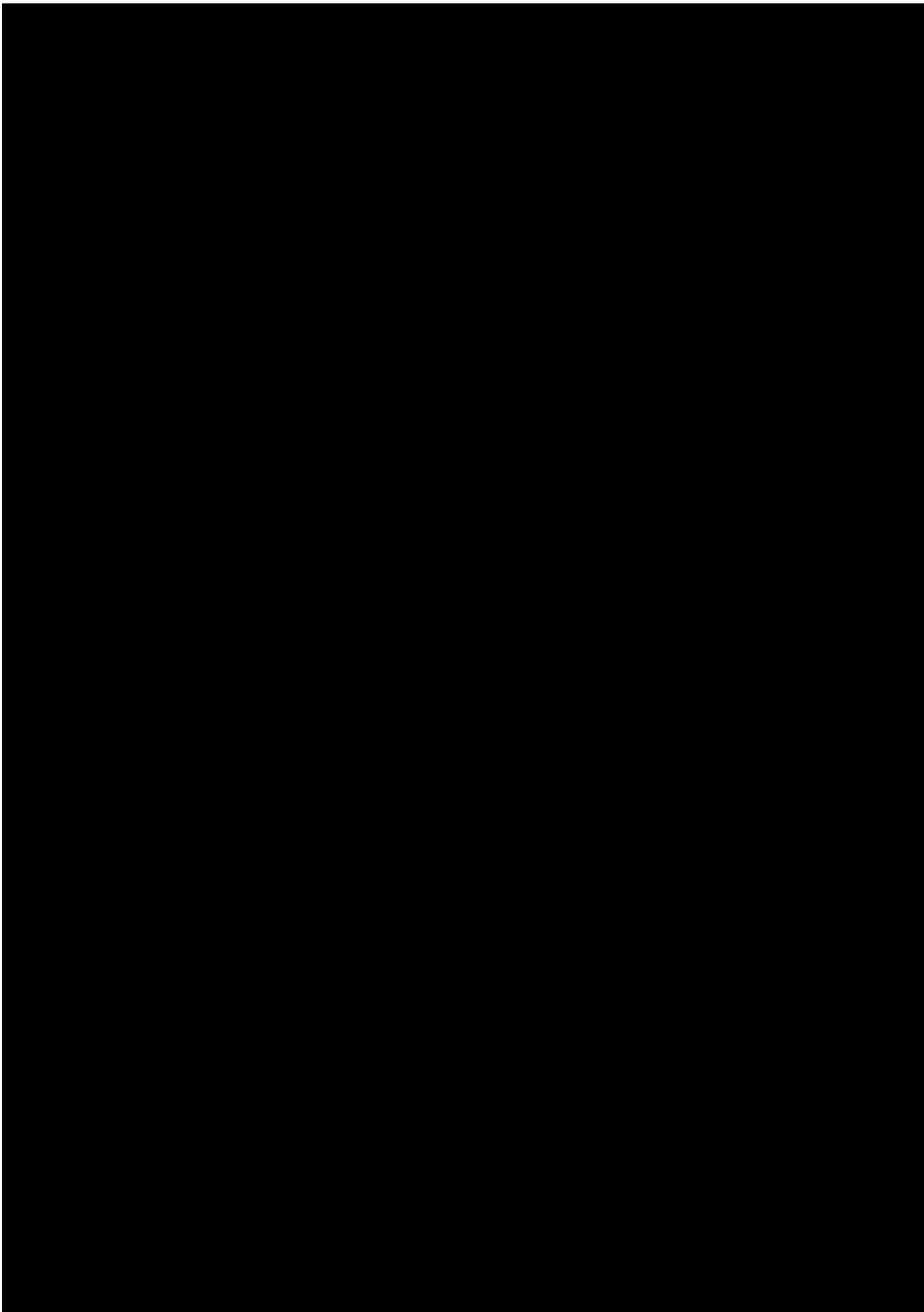
Research Associate: post to be advertised and recruited for 1 September 2007 start.

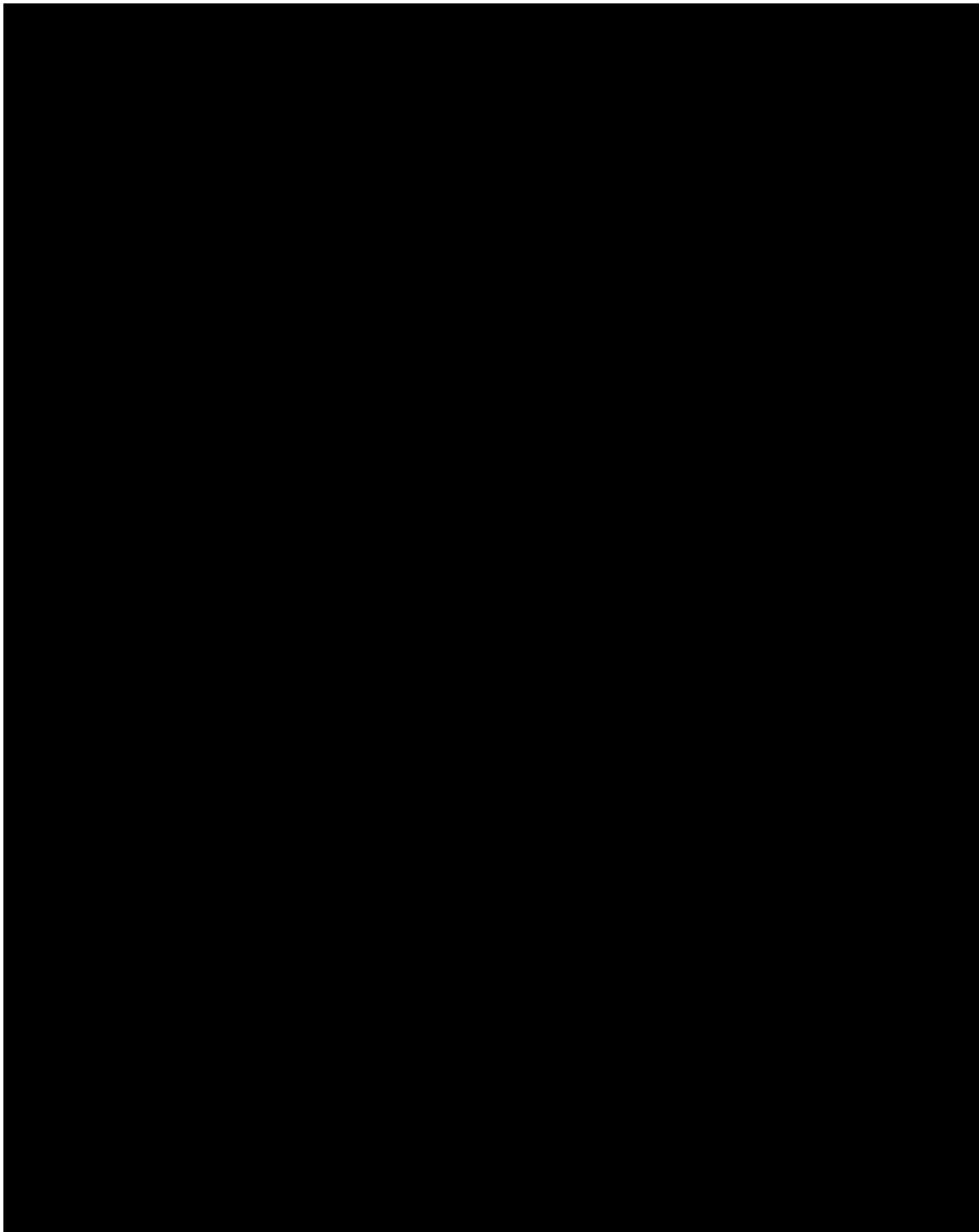
Elain Crewe: is CULN Development Officer responsible for the development and activities of the CULN. In this capacity, Ms Crewe has experience of project management on behalf of the network and chairs a working group of FE practitioners interested in ICT and e-learning. Ms Crewe was also part of the writing team for the SSC LLN business plan (awarded 3.9M by HEFCE) and will continue to have a role in ensuring that communication on developments continue across both networks and into the wider University of Leicester infrastructure.

The Steering Group

1. Maggie Galliers, Principal, Leicester College
2. Professor David Hawkrige, Emeritus Professor of Applied Educational Sciences, Open University
3. Professor John Fothergill, Pro-Vice Chancellor for Teaching and Learning, University of Leicester
4. Dr Mark Mabey, Regional Director, Foundation Degree Forward (East Midlands)







Appendix B – FOI Withheld Information Form

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.

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
Not Applicable		

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

Appendix C - References

- JISC (2005) *Innovative Practice with e-Learning*, Bristol: Joint Information Systems Committee.
- Kukulska-Hulme, A. (2005) Conclusions In A. Kukulska-Hulme J. Traxler (eds) *Mobile Learning: a handbook for educators and trainers*, London: Routledge., pp. 189 – 196.
- McAndrew, P., Taylor, J., and Clow, D. (forthcoming) Methods for evaluating learning, collaboration and technology use in distributed virtual environments and mobile environments; supporting first-aider training, *International Journal of Computer Supported Collaborative Learning*, paper accepted 4th April 2006.
- Ofsted. (2005) *Leicester College inspection report*. Ofsted.
- Scanlon, E., Jones, A., and Waycott, J. (2005) Mobile technologies: prospects for their use in learning in informal science settings, *Journal of Interactive Media in Education*, Vol. 25, pp 1–17. [available online at <http://jime.open.ac.uk>. [accessed 25 Jan 2006].
- Corlett, D., Sharples, M., Chan, T., Bull, S. (2005) A Mobile Learning Organiser for University Students, *Journal of Computer Assisted Learning*, 21, pp. 162-170.
- Taylor, J., Sharples, M., O'Malley, C., Vavoula, G., and Waycott, J. (forthcoming) Towards a Task Model for Mobile Learning: a dialectical approach, *International Journal of Learning Technology*, 2 (2).