



Project Document Cover Sheet

Before completing this template please note:

- *This template is for completion by JISC funded project managers*
- *Text in italics is explanatory and should be deleted in completed documents.*
- *Please see Project Management Guidelines for information about assigning version numbers.*

Project Information			
Project Acronym	ATELIER-D		
Project Title	Achieving transformation, enhanced learning and innovation through educational resources in design		
Start Date	1.11.08	End Date	31.10.10
Lead Institution	The Open University		
Project Director	Dr Steve Garner		
Project Manager & contact details	Georgina Holden, Dept of DDEM, MCT Faculty, Walton Hall, Open University, Milton Keynes, MK7 6AA Email: g.m.holden@open.ac.uk . Tel: 01908 655024		
Partner Institutions	n/a		
Project Web URL	Project website: http://design.open.ac.uk/atelier-d.htm Project blog: http://designthinking.typepad.com/atelierd/about-atelierd.html		
Programme Name (and number)	Transforming Curriculum Delivery Through Technology		
Programme Manager	Lisa Gray		

Document Name			
Document Title	<i>Interim Report 2</i>		
Reporting Period	<i>From 1.09.09 to 28.02.10</i>		
Author(s) & project role	Georgina Holden (Project Manager), Steve Garner (Project Director) and Jennefer Hart (Research Assistant)		
Date	30.03.10	Filename	Atelier-D_CurDeliv_Interim2 30.3.10b
URL	<i>Not Yet</i>		
Access	<input type="checkbox"/> Project and JISC internal		<input type="checkbox"/> General dissemination

Document History		
Version	Date	Comments
Submitted to JISC	30.03.10	

Interim Reporting Template

Project Name: *ATELIER-D - The Open University*

Report compiled by: *Steve Garner, Georgina Holden and Jennefer Hart*

With contributions from: *Theo Zamenopoulos, Giselle Ferreira, Nicole Schadewitz, Peter Lloyd, and Emma Dewberry*

Reporting period: *September 09 – February 10*

Section One: Summary

This document reports on the final two months of Year 1 of the ATELIER-D project plus the first four months of Year 2.

The project is progressing in line with the planning document submitted in March 2009. The previous interim report, submitted in September 2009, outlined the development and ongoing implementation of six Course Delivery Innovations (CDIs). Five of the six CDI have now been completed and evaluated. One outstanding CDI is currently in progress. This was postponed due to a delay in the construction of 'OpenDesignStudio' the prototype online environment for design learning and teaching.

Also in this reporting period the three Programme Delivery Innovations (PDIs) have been created. These will be conducted during the OU's 2010 academic year which runs from February to September. One PDI has already begun. Each PDI combines selected learning from the Year 1 CDIs and in this way the PDIs progress the project forward towards its aim of creating an online design atelier (see Figure 1 in Section Two). The CDIs and PDIs are further explained in Section Two. Also, selected findings of the ATELIER-D project have been integrated into new course development at the Open University offering new opportunities for evaluation of learning and teaching.

ATELIER-D forms part of the CAMEL cluster with the universities of Leicester, Middlesex and Oxford. In this reporting period one cluster meeting has been attended at Oxford. Monthly project meetings have been held and minuted. Representatives of Atelier-D have attended several JISC events in this reporting period (listed below) and maintained regular contact with the project Critical Friend (Peter Chatterton).

Key developments

- Completion of five of the planned six Course Delivery Innovations (CDIs), the sixth CDI is in progress.
- Application of project findings in OU curriculum development for 'Design Thinking' (U101)
- Creation of three Programme Delivery Innovations (PDIs) linking understanding and outputs from selected CDIs. One PDI has begun.
- Engagement with Steering Group and potential new markets for project outputs.

Deliverables/Outputs

The creation of learning materials and improved knowledge about the application of various Web 2.0 tools that can be used the support of the OU's learning and teaching community. These tools include *Compendium, Elluminate, Facebook, Flickr, SecondLife* and the OU's own '*OpenDesignStudio*'.

A number of publications, reports and video presentations that disseminate the projects findings to date.

Achievements

The evaluation of the various tools stated above, in relation to their ease of application, scalability, robustness and level of technical support required. Also assessment of their effectiveness and appropriateness to teaching and learning.

A better understanding of what constitutes a virtual design studio in the context of design education and beyond (core dimensions, opportunities and limitations).

Transforming Curriculum Delivery through Technology Programme

Creation of an academic community around issues related with the use of new ICT technologies within distance education.

The dissemination of core research findings through publications and conference presentations to the wider education community.

Section Two: Activities and Progress

Project Progress

The goal of ATELIER-D is to create an online learning and teaching environment for design that exploits the core characteristics of the 'atelier' style of face-to-face education typically found in the art and design sector. The ATELIER-D project seeks to explore new models of flexible distance learning but in doing this it takes its cues from the centuries-old model of a studio style of teaching and learning to create a modern online environment for reflective and self-aware learning.

Clearly the development of a new online design atelier will have major implications for the Open University but it is anticipated that a wide range of other higher education institutions could benefit from the qualities and economies of such a virtual environment. It is also anticipated that a successful online atelier might have applications beyond design, for example supporting teaching and learning in the broader fields of the arts, sciences and humanities.

ATELIER-D seeks to understand the potential of individual tools and their effect when combined. Year 1 has explored the value and application of six different technologies through the Course Delivery Innovations (CDIs). These are largely completed and have informed the creation of three Programme Delivery Innovations (PDIs) that combine selected tools and working approaches to create learning and teaching environments that more closely represent what a virtual design atelier might look like.

The PDIs differ from the CDIs in that they seek to support learning and teaching in broader areas than just the study of particular course elements. So, for example, a PDI might seek to engage learners from different levels of a programme, or it might seek to support tutors from different courses but who present common concerns, responsibilities or needs. All three PDI will engage student and tutor communities within the teaching and learning of Design. The aim is to bridge the design community across the three levels of the Open University Design courses. These include the new Level 1 course U101 '*Design Thinking*', the Level 2 course T211 '*Design and Designing*' and the Level 3 course T307 '*Innovation, Designing for a Sustainable Future*'.

The Aims and Objectives from the planning document are reproduced here:

Aims

- To *transform* design curriculum delivery at the OU – using technology to support distance teaching & learning
- To *enhance* the design learning of all students registered on the selected courses
- To *innovate* in a wider arena by sharing course & programme developments with other Design HEIs
- To *embed* and *sustain* the use of new curriculum delivery methods

Objectives

- To demonstrate how a virtual atelier might support distance learning and teaching in design at the OU.
- To explore the potential of various virtual atelier tools and to define what skills these lead to.
- To engage in dialogue with business and other higher education institutions (HEI) to enhance the relevance of the student experience and to demonstrate wider applications for outputs.
- To develop resources, which will enable other faculties and HE, institutions to build on the knowledge gained in this project.
- To meet the University's strategic objectives in e-learning.

This report documents the ongoing success of the ATELIER-D project in addressing its aims in the following ways:

Transforming Curriculum Delivery through Technology Programme

1. The project has contributed to transforming the delivery of the design curriculum, primarily through contributions to the new Level 1 course 'Design Thinking'.
2. Feedback from participants in the various CDI studies suggests that design learning has been enhanced in significant ways. This is informing the design and development of the PDIs.
3. The project has engaged with staff teaching design in other higher education institutions in order to explore tailoring the outputs to suit the context of face-to-face design education providers.

With regard to the objectives this report outlines:

1. How the project has informed the support of distance design education at the OU.
2. The exploration of a variety of computer based tools and documentation of skills and knowledge.
3. Dialogues with various stakeholders including partner organisations.
4. Resources developed.
5. How the work has met the OU's strategic objectives for e-learning.

Year 1 explored a variety of Web 2.0 tools that could be used to support the learning and teaching of design. Studies were organised as six Curriculum Delivery Innovations (CDIs), each led by a different academic working with colleagues as outlined below:

- CDI 1 ~ Social networking of design learners (led by Nicole Schadewitz)
- CDI 2 ~ Mapping of design thinking and practice (led by Giselle Ferreira)
- CDI 3 ~ Conferencing to support collaborative group work (led by Georgina Holden)
- CDI 4 ~ Collaborative design in *Second Life* (led by Steve Garner)
- CDI 5 ~ Peer assessment in design (led by Theodore Zamenopoulos)
- CDI 6 ~ Using an online design studio environment (led by Peter Lloyd)

From these CDIs valuable insights were gained which provided key pointers to design and develop three Programme Delivery Innovations (PDIs).

- PDI 1 ~ Evaluating a community of designers using *OpenDesignStudio* (led by Peter Lloyd)
- PDI 2 ~ Encouraging tutor engagement using *GoogleWave* (led by Georgina Holden)
- PDI 3 ~ Building a programme-wide *Designing* Network (led by Theodore Zamenopoulos)

The relationship of the CDIs and the PDIs to the overall goal of establishing an online design atelier is shown in Figure 1 below:

Transforming Curriculum Delivery through Technology Programme

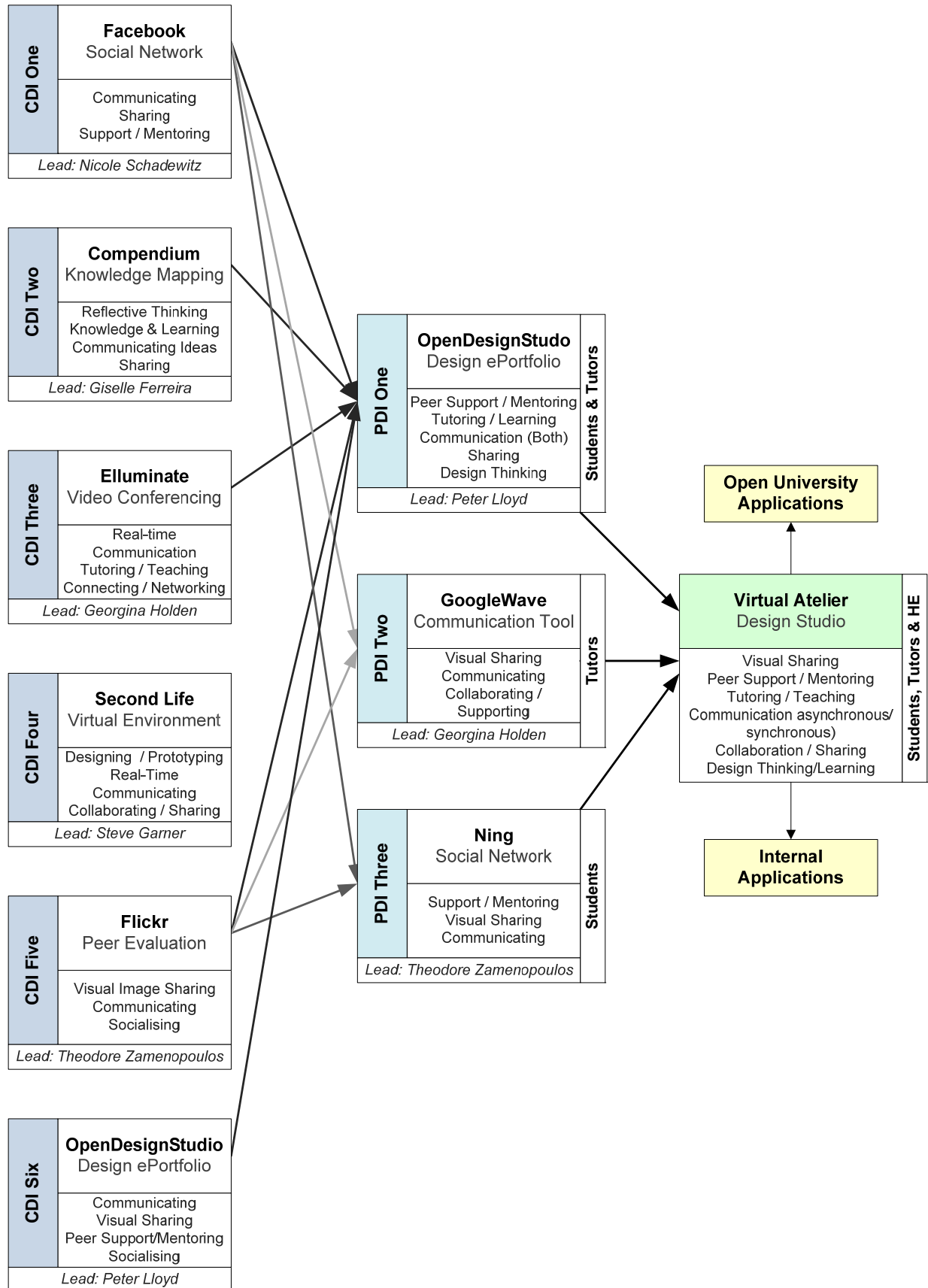


Figure 1. Diagram of the ATELIER-D project

Report on Project Workpackages

Workpackage 1: Plan CDIs

All six CDIs planned in detail for delivery between March 2009 and October 2009. Completed.

Workpackage 2: Create and maintain website and blog

The Atelier-D project website and blog was established in February 2009 and is maintained by the RA under the direction of project members.

Project website: <http://design.open.ac.uk/atelier-d.htm>

Project blog: <http://designthinking.typepad.com/atelierd/about-atelierd.html>

The project website is the public face of the project. It provides contact information of project members, outlines of activity and summaries of key findings.

The project blog presents a working archive of discussions, information on the project, statements on progress (including CDIs and PDIs), dissemination of JISC information, information on related conferences, important links. The blog generally acts as a hub for project information including selected dissemination.

Workpackage 3: Capture of baseline data of pre-project curriculum delivery

Completed. This is discussed in Section 4.

Workpackage 4: Run CDIs

Five of the six CDI were completed to plan. CDI 6 was delayed due to problems with the completion of the development of the OpenDesignStudio software. This is discussed below.

A summary of the conduct of each CDI was given in the report dated 30.9.09. Findings and conclusions from the CDIs are presented under Workpackage 6.

CDI 1: Social networking of design learners (*led by Nicole Schadewitz with support from Theo Zamenopoulos*) - Completed

CDI 2: Mapping of design thinking and practice (*led by Giselle Ferreira with support from Theo Zamenopoulos and Georgy Holden*) - Completed

CDI 3: Conferencing to support collaborative group work (lead by Georgina Holden with support from Theo Zamenopoulos) – pilot experiment completed, work ongoing with larger cohort of students

CDI 4: Collaborative design in *Second Life* (*led by Steve Garner with support from Theo Zamenopoulos*) - Completed

CDI 5: Peer assessment in design (*led by Theo Zamenopoulos*) – Completed

CDI 6: Using an online design studio environment (*led by Peter Lloyd and Jenny Hart*)

The delivery of this CDI was postponed due to the late development of *OpenDesignStudio*, an application developed by the Open University's Learning and Teaching Solutions Unit. A functioning version of *OpenDesignStudio* was originally planned to run in November 2009, but additional software complexity resulted in delays. The fully functional *OpenDesignStudio* was completed in January 2010 in line with its scheduled first presentation within the new Level 1 course U101 – *Design Thinking, Creativity for the 21st Century*.

As a result of these delays the schedule for CDI 6 was revised and is currently in progress. *OpenDesignStudio* is now embedded in the teaching of U101 and provides opportunities for evaluation. CDI 6 will evaluate *OpenDesignStudio*'s first month of student use, looking at uploaded images and commenting on other people's images. Data will be drawn from data logs, student

Transforming Curriculum Delivery through Technology Programme

comments and images up-loaded, Snapshot interviews will also be used with selected students and tutors. This CDI will inform the creation of the *OpenDesignStudio* PDI.

A revised time-plan for the completion of CDI 6:

25th January 2010	OpenDesignStudio presented to U101course	Students engage with ODS
30th March 2010	Statistics gathered from ODS data logs	Quantitative Statistics
12th April 2010	Visual Analysis of Images	Qualitative Analysis drawn
20th April 2010	Data analysis / findings evaluated.	Combine Findings
3rd May 2010	CDI evaluation written up.	Final Report

Workpackage 5: Project Management

Project members meet monthly to review progress, outputs, planning etc. All meetings have been minuted and up-loaded onto the project Blog. Each CDI was developed and presented by one lead academic with support from other project members. Each lead academic was responsible for developing the CDI content and the timescale of the study, for recruiting participants, rolling out the CDI to students, defining the required outputs and leading the analysis of the data generated. Therefore each CDI had its own internal management structure. The Programme Manager and Programme Director coordinated the group of six CDIs that were supported by the RA. This management group reported to the Steering Group, which included of the Dean of the Faculty plus three senior academics from other universities. The most recent meeting of the Steering Group took place on 18.3.10 at the Open University.

Workpackage 6: Evaluation of CDIs

Five CDI's have been completed. The evaluation of CDI 6 will be completed in May 2010. The evaluations of the CDI's were presented in the interim report dated 30.9.09. A summary of key findings is given below since these informed the creation of the PDIs. Some of the technologies employed within the CDIs provided difficult challenges. The PDI planning took these to address the needs to *transform* and *enhance* design delivery and student learning within the Open University. Also vital was the need for the PDIs to support sustainable and effective working.

A short summary of CDI evaluations:

CDI 1: Social networking of design learners

Facebook supports processes of enculturation including social, course-focused and artifact-centred discourse in design. The CDI was successful in supporting ambient awareness, where students know what others are feeling, thinking and doing. *Facebook* supported two main learner identities, the 'Context Oriented Socialiser' and the 'Content Focused Learner'.

Facebook was not considered a viable option for teaching and learning mainly due to its extensive casual use. The CDI gave a great insight into visual image-centred discussions and different learners roles. Social networking allows a group of users to create their own social space and this was considered an important area to continue within a PDI study. A different social network will be used for the PDI to create a more distinct learning space.

CDI 2: Mapping of design thinking and practice

Twenty-five volunteers signed up for the *CompendiumLD* trial, and fifteen individuals provided feedback. After some initial experimentation some choose not to use the *CompendiumLD* software tool. Students reported a 'steep learning curve' in using *CompendiumLD*. Feedback suggests that students tended to focus more on operational issues related to the software rather than on the actual design task at hand. The maps shared with the researchers did not fully exploit the features available in the tool. Overall, it was felt that *CompendiumLD* uses rather specific language to describe its features, and this makes initial familiarization a less intuitive process. This feedback informed the development of *ComendiumDS* and this is currently being used in the Level 1 course 'Design Thinking'. It will become the version used in Year 2 of ATELIER-D.

CDI 3: Conferencing to support collaborative group work

Transforming Curriculum Delivery through Technology Programme

This CDI was based on Elluminate conferencing software. The initial pilot study drew limited student numbers but led to the initial findings outlined below in relation the efficacy of this medium. Work on this CDI is continuing using the opportunities offered by a new cohort of students at the start of the new presentation and involving a tutor who has no prior experience of the medium. Evaluation of this will take place mid year.

Findings from the pilot study were as follows:

Remote conferencing can work well for tutor led discussion.

Video may be useful but illustration plus audio can work well too.

The student's ability to share images and applications allows personalised and directed attention from tutor or peers.

Synchronous distance group work is hard to organise.

Effective small group work in breakout rooms needs 6+ students.

Not all students have microphones or, importantly, a suitable environment in which to use one.

Text chat facility can be useful but not all facilitators find it easy to follow and deliver a presentation, at its worse text chat can undermine a presentation

CDI 4: Collaborative design in *Second Life*

Second Life (SL) provides a flexible working environment that offer a fast and effective method of recreating a virtual studio space. It enables both private and collaborative space for design students to work and exhibit their work. However running *SL* requires students to have a relatively high spec computer, without which can make it a very unstable environment, thus making it a difficult tool to employ at a distance. The limited technical support and difficulty in ease of use makes it difficult to scale up across a large and diverse student cohort. For these reasons *Second Life* was not included within the PDI plan despite its appropriateness in providing an online virtual studio space.

CDI 5: Peer assessment in design

The photo-sharing tool *Flickr* gave students the opportunity to comment on each other's photos thus encouraging peer and co-assessment. It also opened up the possibility of incrementally developing resources that can be used by students and tutors. Post-evaluation of the trial showed that students and tutors were happy with the idea and structure of peer-2-peer assessment. However, they reported that the *Flickr* technology was difficult to master, due to its complexity. The photo-sharing features available within *Flickr* are simulated within *OpenDesignStudio* and prove much easier to navigate. The *Flickr* study provided a great pilot study into the areas of visual photo sharing, which will be further investigated through the *OpenDesignStudio*.

Workpackage 7: Planning and developing the 3 PDIs

Planning for the three Programme Delivery Innovations (PDIs) took place between October 2009 and February 2010. The planning process was founded on the evaluations of the CDIs which provided key pointers for what could be taken forward into a PDI. Some planning issues emerged from the overall aims of the project. The planning issues can be summarised as:

- Scalability of PDI technologies - Can the technologies to be used be scaled up to suit large student cohorts?
- Ease of use – How easy is it for the technologies to be used effectively by the anticipated learner and tutor communities?
- Technology resource –How much resource is needed to employ the technologies?
- Technical support – How much technical support is needed when using these technologies?
- Technology robustness – How stable is this technology across various computers and connection speeds?
- Level of privacy – How much privacy does the technology provide within a teaching space?
- Appropriateness – How appropriate is the technology in effectively developing the teaching and learning outcomes?

These concerns were tabulated for the six technologies used in the Year 1 CDIs:

Transforming Curriculum Delivery through Technology Programme

	Wide Scalability	Ease of Use	Additional Technology	Support Needed	Technical Robustness	Privacy Level	Appropriate Use
<i>Facebook</i>	Yes	Easy	None	No	Yes	No	No
<i>Compendium</i>	Yes	Difficult	None	No	Yes	Yes	Unsure
<i>Illuminate</i>	No	Medium	Yes	Yes	Unsure	Yes	Unsure
<i>Second Life</i>	No	Difficult	Yes	Yes	No	Yes	Unsure
<i>Flickr</i>	Yes	Difficult	No	No	Yes	No	Yes
<i>OpenDesignStudio</i>	Yes	Easy	No	No	Yes	Yes	Yes

It was also clear from the CDI feedback that enhancing cross-programme interaction, where different level students can meet, was vital

PDI 1: Evaluating a Community of Designers using OpenDesignStudio

(Led by Peter Lloyd and Jenny Hart)

This PDI will extend CDI 6 and the initial evaluation of the *OpenDesignStudio*. It will be in two parts:

Part One:

Taking the initial findings from the first month of using *OpenDesignStudio* this PDI will compare findings throughout the Level 1 course through a longitudinal study of how the online design portfolio is being used. It will compare user activity in terms of (1) images uploaded, (2) images viewed, and (3) comments from various users. The analysis will explore, for example, correlations between images and comments uploaded.

A triangulation method will be adopted exploiting both quantitative and qualitative data. The data log used for the initial analysis for the CDI will be compared at different times during the next 6 months and comparisons will be made. Quantitative data will be obtained from both face-to-face interviews and questionnaires to gain further insights into the use of *OpenDesignStudio*.

The key curriculum questions are as follows:

- *How effective is OpenDesignStudio – does it support teaching and learning?*
- *How usable is OpenDeignStudio – is it easy to use for both students and tutors?*
- *Does OpenDesignStudio enhance creative exchanges - similar to those found in face-to-face studio environments?*

The student subjects will be drawn from the Level 1 course 'Design Thinking' (U101). Tutors will be interviewed to gain an insight into how *OpenDesignStudio* may support teaching strategies.

The proposed plan will run from April until September 2010. There will be two main data collection activities that take place in May and August.

Part Two:

A small trial using ODS is being investigated to run within a traditional University where face-to-face design teaching takes place in studios and workshops. This aims to be an experimental study to see how ODS might supplement traditional models of design education. Timing: Autumn 2010.

PDI 2: Encouraging tutor engagement using GoogleWave

(Led by Georgy Holden, supported by Jenny Hart)

The aim of this PDI is to encourage the interaction and collaboration of associate lecturers (tutors) across the three main modules that make up the Design and Innovation Degree programme.

Transforming Curriculum Delivery through Technology Programme

There are 50 associate lecturers involved in tutoring modules in the design and innovation programme, each employed by the OU's regional offices and remotely located. Though some associate lecturers meet together occasionally to run day schools, the opportunities for meeting are currently limited to the tutor forums run for specific modules. This PDI aims to create opportunities for informal meetings to take place and for resources and ideas to be shared across modules.

Following consideration of other interfaces (*Cloudworks*, *Ning*), the technological interface chosen for this engagement is *GoogleWave*. This interface offers the following affordances:

- Editable conversations that enable the joint development of resources
- Embedding of images, documents and video which allows the reader to view these items without leaving the wave
- Ability to start new waves and to move or copy sections of an existing wave across
- Private environment accessed only by invited members

Tutors have already been invited to join the wave. Uptake will be carefully monitored and evaluated. The evaluation carried out for this PDI will consider the usefulness of *GoogleWave* as a forum for collaboration and sharing. Outcomes will include guidelines for use of the interface. Evaluation will also attempt to gain an understanding of the motivations of those tutors who engage in the forum and the perceived barriers for those who do not. This will be achieved through participant observation, surveys and follow up interviews.

PDI 3: Building a programme-wide DesigNing network

(Led by Theo Zamenopoulos, supported by Nicole Schadewitz, Georgy Holden and Jenny Hart)

Introduction

This PDI aims to support the cross fertilization of ideas, problems and experiences of students and tutors across the three levels of the design program at the OU. The core assumption of this study is that the possibility of mingling students and tutors across a design program offers great opportunities both for distance and face-to-face education. Bringing together people that participate in different levels of a design program can be an important instrument for informal learning. It offers the opportunity to transfer tacit knowledge not only about the design program but also about aspects of design that are cultural. In traditional face-to-face institutions, students and tutors have the benefit of sharing the same physical space. There are social spaces, *'the corridor'* or the *café*, that provide the opportunity and mechanism to disseminate ideas, problems and experiences. There are also other mechanisms, like the organization of *events* and *exhibitions*, which again bring people together allowing them to share similar experiences. Web2.0 technologies bring to the fore new opportunities for such informal learning. This PDI will explore these opportunities.

The experimental setting

Ning (www.ning.com) offers a platform for communication and learning across the design program. It allows both asynchronous and synchronous communication through online chat and discussion forums, as well as the sharing of pictures and videos along with functionalities such as tagging, commenting and rating. It also allows members to create individual profiles and take part in themed groups. The intention is to use these functionalities in order to organize events, exhibitions and forum discussions both for students and tutors. The advantages of using Ning is that a site can be specially crafted for a specific group of people and you have to be approved to become a member, thus, unlike *Facebook* it provides a higher level of privacy and exclusivity.

In February 2010 the Chairs of the 2nd and 3rd level design courses at the OU invited students to join the *Ning* website (The students from the 1st level course will be invited later in the year). Invitations have been circulated through the course website (VLE). The specially designed site called 'The OU designNing Network' (www.oudesign.ning.com) has been advertised as an optional resource that will not affect the evaluation of students. In the invitation it was made clear to students that all data will be treated confidentially, and people's anonymity will be maintained in any resulting publications or presentations. At the first instance, the *Ning* website has been populated only with two introductory videos: one that explains the main functionalities of the *Ning* page and another that introduces

Transforming Curriculum Delivery through Technology Programme

member of the design group and their favourite designs. The second video prompted students to reply by introducing themselves through their favourite design.

There are two important types of activities that determine the main functions of the OU designing Network:

First, the website plays the role of a living repository of design resources and ideas. It is a space that is updated almost every day by students, tutors or the course team with news about design, ideas about design issues and interesting design cases. This type of activity is organized around video or picture postings.

Second, the website also plays the role of a space where certain synchronous or asynchronous events take place. The course team plans some of these events, while others are the product of spontaneous discussion with students and tutors in the OU designing Network.

Some of the planned events include:

- *Getting to know each other*: A synchronous event that invited students to describe themselves through a design object found in kitchens. The event took place on the 6th February 2010 7-9 pm and included synchronous chatting as well as discussions in a forum called 'Meeting game: Take-a-break' which was created specifically for this event.
- *Drawing your way out of trouble*: A presentation and discussion on the importance of drawings in design tasks by Steve Garner
- *Eco-design*: An interview and open discussion with Steven Peake

Spontaneously created forums and discussions include the idea to organize a design competition, and a student group for 2nd level students.

Evaluation

At the end of the academic year, the course team plan to evaluate the proposed experimental networking site in three complementary ways: first, based on data and content generated from the activity of students and tutors on the site; second, based on questionnaires given to all participants; and third, based on interviews with a selected number of the participants (students and tutors).

Quantitative data gathered from the site will be analysed so as to identify patterns of social interactions and activities between members of the network.

The structure of the questionnaire will depend on how the participants use the OU designing Network. The type of questions asked will aim to capture general facts, feelings and thoughts around three thematic areas:

- evaluation of the idea for a program level virtual space
- evaluation of the proposed activities and structures
- evaluation of the environment/technology

A small sample will be chosen for interview in order to capture more in-depth qualitative data. It is important to include both engaged and disengaged participants in order to avoid research bias.

The triangulation methodological approach will involve both qualitative (e.g. theme analysis) and quantitative analysis (i.e. social network analysis). The analysis will aim to make systematic observations about the created content, as well as to identify the nature and characteristics of the created network (like for example the employed patterns of communication and learning, or the social dynamics developed between students from different levels, and between students and tutors)

Section Three: Outputs and Deliverables

Summary of Output	Where Found
Summary of the six CDI studies that took place in Year 1. These outputs give an explanation of each CDI, how they were carried out and an evaluation.	JISC Design Studio Atelier-D Website
Overview Map of Technologies - outlines the employed technologies used within the study to date. This includes an overview plan of the project	JISC Design Studio This report (see

Transforming Curriculum Delivery through Technology Programme

progression and is a work-in-progress.	above)
<p>A number of video screencasts were created to guide students on how to use specific technology. These include the following:</p> <ul style="list-style-type: none"> • An overview of <i>OpenDesignStudio</i> that outlines the main features and how to use it, including how to upload a photo, the pin-board and other activity areas and the important of adding comments This was used within the delivery of the new Level One U101 course Design Thinking. • Three screen casts of how to use <i>CompendiumDS</i> (which is a refined version of <i>CompendiumLD</i>). These outline how to create a Knowledge map using <i>CompendiumDS</i> (video 1) and how to add text and images to a Compendium Map (video 2) and how to link a Compendium Map to external resources (video 3). 	JISC Design Studio Screencast
<p>A variety of pdf documents were used during the implementation of the CDI studies to assist student participants in getting started with a particular technology employed. These include the following:</p> <ul style="list-style-type: none"> • A few short pdf document guides on 'Getting Started with Compendium', 'How to change a Compendium Icon' and 'About Compendium List Nodes' were created for CDI 2 Mapping of Design Thinking and Practice. These were created during the study in response to specific students requests. • A number of 'Getting Started' pdf documents were created to assist student participants to become familiar with <i>Second Life</i>. A 'Quick Start' documents created by Second Life was used as it gave a good overview of how to access <i>Second Life</i>, what equipment you need and how to navigate once you arrive in Second Life. The 'Getting online with Second Life' created by the Centre for Open Learning at the Open University (COLMSCT). A shorter document called "Getting Started with our Second Life Study' is a short document specifically related to the CDI 5 project. 	JISC Design Studio Open Learn Website Second Life
<p>A variety of images and video outputs have been taken from each of the CDI projects. The images included screenshots of the technology applications, outputs of students work used for analysis, plus both video and image outputs of students working during a session.</p>	JISC Design Studio
<p>There are some ongoing work in progress outputs as follows:</p> <ul style="list-style-type: none"> • CDI 6 <i>OpenDesignStudio</i> Report – this involves an evaluation of ODS in the first month of being used during the delivery of the new Level 1 course U101 Design Thinking. A mixture of quantitative and qualitative data is being generated which is used for analysis. • PDI Plans – These are still in development and the initial plans are reported on in Workpackage 7 • PDI Time Line, which illustrates each PDI, research activity. • <i>Cloudworks</i> discussion was begun on 27th November to explore and define a design atelier. • Tutor and Student Snapshots – short recorded statements taken during the PDI studies that identifies some key issues. • Case Studies – The project hopes to create some case study outputs over the next few months - work in progress. 	Cloudworks
<p>URL Resources (for the above):</p> <p>JISC Design Studio – Atelier-D Asset Page: https://jiscdesignstudio.pbworks.com/Atelier-D+Project</p> <p>Atelier-D Website: http://design.open.ac.uk/atelier-d/index.htm</p> <p>Screencast.com</p> <p>OpenDesignStudio: http://www.screencast.com/users/shornbare/folders/Jing/media/6341d988-0b3f-42bc-8f93-636c695caba0</p> <p>Compendium Video 1: http://www.screencast.com/users/SteveG2/folders/Jing/media/dc288349-cdde-</p>	

[437f-ab86-1668799f8f5b](http://www.screencast.com/users/SteveG2/folders/Jing/media/16070530-063e-44ad-b18c-f48468619c3d)

Compendium Video 2: <http://www.screencast.com/users/SteveG2/folders/Jing/media/16070530-063e-44ad-b18c-f48468619c3d>

Open Learn: <http://www.open.ac.uk/colmsct/activities/details/detail.php?itemId=478b5caf2c3f7>

Second Life Quick Start Guide: <http://secondlife.com/support/quickstart/>

Cloudworks – What is a Design Atelier: <http://cloudworks.ac.uk/index.php/cloud/view/2715>

Section Four: Evaluation

Evaluation of progress in this reporting period

Activity in this reporting period has been defined by the Open University's academic year that runs from February to October. Therefore this period includes the tail end of the courses in the 2009 academic year and the preparations and early contact with students and tutors in the 2010 academic year. This was anticipated in the project planning.

Essentially this period has seen the evaluation of the CDIs and the planning for the PDIs.

The CDIs have been documented and many of the outputs from this have been placed on the JISC Design Studio (see Section 3). Some of the CDI evaluations appeared in the report on the previous six-month period (dated 30.9.09). The CDIs have been immensely helpful in creating a portfolio of opportunities for the PDI planning. Each CDI has successfully led to new understanding of the individual elements that could make up an online design atelier. Knowledge generated in the CDI studies was vital to the PDI planning which sought to synthesise selected aspects of the CDI in more holistic PDI experiences.

During this reporting period a key aim was to devise three PDIs, each with a distinctive purpose and contribution to the overall project. Since *OpenDesignStudio* represents a significant innovation in distance learning at the OU it was clear from the outset that this should provide the focus for PDI 1. It emerged in this period that cross-programme student support was vital to successful course completion, satisfaction and progression through the award. Therefore PDI 3 was defined as the opportunity to explore how the project might support cross-programme interaction and peer support. It also became apparent that successful support of the tutor community was a vital foundation to the successful operation of any student-facing resources. Furthermore it was seen as vital that we devise tutor support systems that extend across courses rather than adopt a course-centred approach.

The three PDI have been planned and are at various stages of being rolled out with students and tutors through the OU's design courses. PDI 3 (designNing) is the most advanced and the other two PDIs begin shortly.

Key evaluation activities for the next 6 months

Evaluation activities for the next six months focus on the PDIs and their possible combination as one unified online design atelier. This includes:

PDI 1: Evaluating the application of *OpenDesignStudio* in the Level 1 course Design Thinking, gathering data from students and tutors.

PDI 2: Evaluating the resource established to facilitate tutor communication and knowledge sharing. Primarily this PDI exploits *GoogleWave*. Two tutors will assist the data gathering and their time has been anticipated in the budget.

PDI 3: Evaluating the designNing network specially created and managed for the student groups. Data gathering will draw on quantitative and qualitative information.

Section Five: Outcomes and Lessons Learned

Transforming Curriculum Delivery through Technology Programme

One of the main lessons for the Open University is the issue of scalability of the technologies that might form part of a unified online design atelier. Student populations are on average 500+ per module, which means the findings of the Curriculum Delivery Innovations (CDI) needs to be further tested with large cohort groups to judge their robustness and usability. This was one key issue that impacted on the planning for the Programme Delivery Innovations (PDI). The CDI studies explored a variety of Web 2.0 technologies that provided some interesting insights. However, some of these technologies would be difficult to adopt within a large student cohort. For example, the use of virtual worlds within the teaching of design education offers huge potential yet delivering this technology over large scale teaching modules could be problematic and time consuming for tutor support.

The Open University's student survey shows that over 90% of OU students are satisfied with their experience within the university, yet 33% of students that pass their first year of study do not go onto further study within the Open University. Student retention is a key challenge for the Open University. 85% of students are keen to communicate online with tutors and 61% of students were positive about online communication with other students. Yet 36% of students were not prepared for online study. The introduction of any new online tools needs to be supported and embedded within teaching and learning. Enhancing the online curriculum delivery to build seamless communities of students that can interact and feel part of a learning environment should be a primary aim in working towards an online design atelier.

As noted in the opening to this report there are huge opportunities to export a working online atelier environment to other disciplines – particularly those where the sharing of imagery forms a vital part of the pedagogy. Subjects such as Geography, and other fields in the arts and sciences could find an online atelier a very powerful aid to their particular teaching and learning needs. Exploring opportunities for exporting the work outside of design will be one of the tasks for the next reporting period.

Section Six: Communication and Dissemination Activities

Presentations at conferences / workshops

14.01.10 Presentation to Beyond Distance Learning Futures Festival Leicester University online conference (GH)

10.09.09 Paper delivered to Engineering and Product Design Education conference (GH)

16.07.09 - Open University meeting to explore use of *Compendium* for supporting teaching and learning (SG TZ)

28.04.09 - Presentation on Atelier-D at OU e-Learning community workshop (SG & TZ)

01-02.09.09 - Designs on e-Learning (GH, TZ, NS), Video presentation and forum discussion

Publications

Holden, G, Ferreira, G., & Zamenopoulos, T. (2009) 'Web2 and beyond: creating community and learning through engagement', Workshop run at 'Making Connections', as part of *Exploring Scholarship for the Digital Age*, Open University, June.

Holden, G, Zamenopoulos, T., & Schadewitz, N. (2009) 'Creating an online design atelier', *Design on eLearning Conferences, DeL Online 2009*, Learning & Teaching with Technology in Art, Design & Communication

http://www.designsonlearning.net/conferences/online/sept2009_online/presenters/georgina_holden.htm

Ferreira, G, Fisher, W., Rosewell, J., Kear, K (2009) 'Exploring Web 2.0 to Support Online Learning Communities: Where Technology Meets Pedagogy'. Workshop run with 28 participants at the *ICL 2009 Conference*, Villach, Austria (September).

<http://www.icl-conference.org/ws04.htm> (Ferreira & Kear virtual presence: FlashMeeting and blogging/synchronous text chat on ning). Overview of project presented over FlashMeeting; slides available at <http://www.slideshare.net/J.P.Rosewell/exploring-web-20-to-support-online-learning-communities-where-technology-meets-pedagogy>

Transforming Curriculum Delivery through Technology Programme

Holden, G. (2009), Design at a Distance, *EPDE 09, The 11th International Conference on Engineering and Product Design Education*, University of Brighton, 10th – 11th September.

Schadewitz, N. & Zamenopoulos, T. (2009) 'Towards an online design studio: a study of social networking in design distance learning.' Proceedings of International Association of Societies of Design Research (IASDR) (CD-Rom) October 18-22, 2009, Seoul, Korea. ISBN 978-89-963194-0-5, Retrieved January 13, 2010, from http://design.open.ac.uk/atelier-d/documents/IASDR_paper_web_pdf.pdf.

Other

Project members produced chapter proposals for the book: Mor, Y., Warburton, S., and Winters, N. (Eds). (2009), *Practical design patterns for teaching and learning with technology*, Sense Publisher's 'Technology Enhanced Learning' series, Series editors, Noss, R., and Sharples, M.

<http://www.practicalpatternsbook.org/> .

The chapters draw on experiences from the Atelier-D studies (awaiting feedback). This book project stems from an earlier JISC project.

Project members met with Gavin Melles from Swinburne University of Technology in Australia (03.03.09). The possibility of Atelier-D involvement in a grant application in Australia was discussed. The ALTC grants and awards application was not successful this year, but we go into the second round next year.

Also project members met with Prof Chris Rust from Sheffield Hallam University to discuss the Atelier D project and possible collaboration.

'Explore, Build and Map Workshop' (01.10.10) Held at the Open University – Brought together representatives from various OU projects: OLnet, Cloudworks, OpenLearn, Learning Design iSpot and Virtual MPhil along with other members from the TERG and KMI.

Cloudworks Discussion (27.11.10) What is a Design Atelier?

<http://cloudworks.ac.uk/index.php/cloud/view/2715>

Section Seven: Issues, Challenges and Opportunities

Changes to staffing

- Dr Emma Dewberry took maternity leave from February 2009.

Software development delays

The development of the new virtual learning environment *OpenDesignStudio* (ODS) resulted in the delay of CDI 6, which is now in progress. The ODS environment was developed in parallel with the new Level 1 Open University course U101, *Design Thinking – Creativity for the 21st Century*, which began delivery in February 2010. ODS is embedded in the course delivery and an evaluation of this tool will form the outstanding CDI 6 report.

Student Engagement

The CDIs were deliberately modest in size and therefore did not reveal issues of student engagement that might be apparent in larger studies. Student participant group sizes were small and all volunteered to take part.

The PDI's offer more challenges within student engagement as some of them involve much larger student cohorts. The challenge is increased where the research activity relies on voluntary participation or where activities are not built into teaching and learning. One of the PDI will evaluate the new ODS environment. As this is embedded in the curriculum and forms part of the teaching and learning student engagement is not a problem and it should give rise to some rich and valuable data. Of the remaining two PDI's both rely on volunteer participation and various incentives are being

Transforming Curriculum Delivery through Technology Programme

explored to enhance student engagement. PDI 2 has access to funded tutor support which will assist participation by other tutors as well as students.

Software Support Issues

The CDIs explored a variety of software tools which all require a certain amount of student support. When planning the PDIs the choice of tools to use was considered in relation to the amount of student support needed. Some technologies required a large amount of support and were therefore avoided. For example, the benefits of creating a virtual design atelier using *Second Life* was outweighed by the considerable amount of student support needed with employing this tool. Both *OpenDesignStudio* and *Compendium* have been created within Open University and time has been invested in providing student support advice and tutorial guides for both students and tutors. This makes the deployment of these technologies far easier to manage within a larger student population.

New Opportunities

The ATELIER-D team are in the process of exploring a bid for EU funded research with several EU partner institutions.

Open University Challenges

Some of the project challenges relate to the unique nature of the Open University and give rise to questions for the next stage of the project:

- How to support a diverse student community across a wide age range that has a variety of learning needs.
- How off-the-shelf technologies can be tailored to meet the needs of such a wide learning community.
- How effective are Web 2.0 technologies for enhancing collaborative distance based learning.
- Can the findings of this project be exported to and be integrated with models of face-to-face design education in other universities in the UK and worldwide?

Engaging stakeholders

The Steering group has proved very useful for engaging other universities in the work of the project. It contains three senior academics from three HEIs that offer undergraduate design education. The most recent meeting of the Steering group took place on 18.3.10

Engaging the Open University community has been managed through workshops and meetings. Plus the Dean of the Faculty sits on the Steering Committee.

The project closely maps onto the most recent strategic vision for the institution making OU stakeholders easier to attract and retain. A new cross-Faculty workshop is planned for 1 October and has been coordinated by project staff.

One of the priorities in Year 2 is to strengthen the involvement of the employer sector in the project.

JISC stakeholders have been engaged in the progress of the project. Project members have attended a wide range of JISC and Programme meetings, workshops and seminars during the first year. The Critical Friend has been kept informed of developments and has seen sample outputs.

Section Eight: Collaboration and Support

Internal project meetings:

Project Meetings have taken place every month as follows: 19.11.08, 12.12.08, 12.1.09, 11.2.09, 12.3.09, 22.4.09, 19.5.09, 18.6.09, 21.7.09, 28.9.09, 02.10.09, 01.12.09, 14.01.10, 09.02.10, and 11.03.10.

Internal Events:

29.01.10. OULDI workshop (SG, JH), and OULDI steering group (SG)

Transforming Curriculum Delivery through Technology Programme

Steering Committee meetings:

Two Steering Group meetings have been held at the Open University: 19.3.09 & 19.03.10

Meetings with Critical Friend (Peter Chatterton)

11.02.09 (by *Illuminate*), 05.03.09, 24.04.09 (by FlashMeeting), 11.06.09, 02.10.09

Camel cluster meetings:

20.05.09 (Open University), 14.07.09 (Leicester), 02.10.09 (Oxford)

Cross-Cluster Meeting:

With University of Hertfordshire & St Georges, University of London 02.12.09 (Open University)

Progress meeting with JISC management:

03.12.08 (by telephone between SG, GH and Lisa Gray), 17.02.09 (SG, GH, Lisa Gray, Marianne Shepherd, Sheila MacNeill),

Attendance at JISC events:

15.01.08 Evaluation support, Birmingham (SG & GH).

12.05.09 Curriculum Delivery progress workshop, Birmingham (SG & GH)

25.06.09 Engaging and Responding to Learners workshop, Birmingham (SG)

24.10.09 JISC Innovating e-Learning 2009 online Conference (JH)

17.03.10 Expert Meeting, Birmingham (GH & JH)

Illuminate Sessions:

04.10.09, An update on Cloudworks (GH), 02.12.09: Curriculum Innovation – Trying to do better things (JH), 16.12.09 Engaging and Responding to Learners (JH), 06.01.10: Mobilising Remote Student Engagement (MoRSE) Project (JH)

Inspire

Contacted Inspire in February 2010 in relation to evaluation methods (JH)

Critical friend and Cluster

It has been a pleasure to work with our Critical Friend Peter Chatterton. We have involved Peter in a number of project related initiatives and he has maintained a regular contact through face-to-face meetings and online *Illuminate* meetings. Peter assisted us to devise and present one of the Cluster's CAMEL meetings at the Open University, which was well received.

Also, the project hosted and directed a new JISC CAMEL cluster meeting involving St Georges Hospital and Middlesex University on 2.11.09.

