



Project Document Cover Sheet

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Project Information			
Project Acronym	AtelierD		
Project Title	Achieving Transformation Enhanced Learning and Innovation through Educational Resources in Design		
Start Date	Nov 08	End Date	Oct 10
Lead Institution	The Open University		
Project Director	Steven Garner		
Project Manager & contact details	Georgina Holden g.m.holden@open.ac.uk		
Partner Institutions	-		
Project Web URL	http://design.open.ac.uk/atelier-d/		
Programme Name (and number)	<i>Transforming Curriculum Delivery</i>		
Programme Manager	Lisa Gray		

Document Name			
Document Title	<i>Project Plan, Progress Report, etc</i>		
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Document History		
Version	Date	Comments
1	19/3/09	Final submission
2	14/3/09	Combined Plan, Budget and Workpackages in one doc.



JISC Project Plan

Overview of Project

1. Background

This project takes as its starting point the centuries-old methods of learning and teaching in the studio of a master artist or craftsman. The project brings the spirit of the atelier into the 21st century. It develops the notion of the virtual design studio [7] using ICTs to create powerful learning and teaching environments. An atelier is a space for coming into direct contact with expertise, a hub from which to make external forays, a zone for exploring and experimenting, and a home for peer group interaction. Essentially it's a secure but challenging place for exposure to the realities of the professional world to come. One of the key tools in an atelier style of education is the personal portfolio. For the tutors a portfolio provides evidence for assessment of a student's ideas, understanding and progression; for students the construction of a personal portfolio facilitates reflection, demonstrates learning and develops communication skills.

Ateliers have fostered the type of enculturation into practice that modern schemes for distributed situated learning are just coming to understand. The atelier addresses the sensibilities of *learning to be* rather than the now outdated *learning about* [7], and what Schön refers to as *knowing how*, as opposed to *knowing that*. The atelier system has proved particularly effective for developing sensitivities to and sensibilities of those classic but fugitive elements of design education such as problem finding and problem solving, working effectively as part of a team, sensitivity to market opportunities, an 'eye' for detail and the ability to generate innovation. The notion of a virtual atelier has much to recommend it as a guiding model for developing learning and teaching of design in our universities.

In 2006 the Cox report focused on the need for design curricula to develop in collaboration with industry. Whilst UK art and design education is internationally respected, the dominant culture of studio-based practice has significantly inhibited the uptake of learning technologies, and this needs to be addressed to meet the needs of business. Design teaching is essentially participatory. Tutors and students often collaborate to resolve design problems and this presents its own challenges. Learning from established design practitioners can involve storytelling and case studies where the lessons can be hard to extricate from the specific context. Much of the portfolio work of art and design students comprises sketches, models and mock-ups that are necessarily incomplete, vague and ambiguous. The ability to share such representations is vital in design team working but only recently has it been possible to do this between remotely located participants. Some design fields, such as product design, have moved into the realm of virtual online worlds, such as Second Life [8].

At the same time there are emerging new trends in design education. Economic pressures demand that institutions find new ways to assist students to develop their skills, knowledge and competences – exploiting much more selectively access to studios, workshops and face-to-face contact with teaching staff. Also new demographic pressures are forcing institutions to address the needs of a diverse student population, some of whom cannot attend in the traditional way. There is a clear demand from a new digitally-aware student population for skills in new learning technologies that can assist their creative and systematic thinking as well as increasing their marketability in competitive jobs markets.

These factors combine to present a clear challenge to establish a new culture of design education. One in tune with new and emerging needs of the creative industries; one that builds on the proven atelier teaching approach and one that confidently exploits new technologies to support students. In short, the challenge is to create a virtual atelier. The converging interests of distance learning providers and traditional face-to-face universities are a key stimulus for this bid. The models for delivering design education explored in this project could find application not only in the OU but also in the 400 HEI and HE/FE institutions that currently offer design education in the UK.

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Version: 1

Contact: Georgy Holden

Date: 2/2/2009

2. Aims and Objectives

Aims:

- To *transform* design curriculum delivery at the OU – which already has significant elements of distance teaching and learning through technology,
- To *enhance* the design learning of all students registered on the selected courses, and
- To *innovate* in a wider arena by sharing course and programme developments with other HEIs involved in design education.
- 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 elearning

3. Overall Approach

The challenges this proposal addresses are the need to:

1. support a diverse, part-time student community to develop transferable learning and design skills;
2. develop flexible learning through the medium of ICT;
3. develop collaborative and independent learning skills that demonstrate shifts in knowledge in individual and group work;
4. engage students in developing professional competencies using new technology support systems; and
5. disseminate information and findings that will enable HEIs offering full-time design education to better exploit ICT.

Project Methodology:

Year 1 activities focus on innovations to the delivery of the core design courses at Level 1, Level 2 and Level 3 each of which explores aspects of the virtual atelier. These are here referred to as 'course delivery innovations' (CDIs). There will be a lead academic for each CDI. Work will explore how students can achieve existing course learning outcomes and what new learning outcomes might be possible through these CDIs.

CDI 1 Social Networking: using Facebook to support student learning and build student communities
This CDI will work with a group of volunteer students from the second level course Design and Designing (T211). The first five weeks will be facilitated using exercises and provocations and an interim evaluation of the student experience made at the end of this period. However, the group will be allowed to continue throughout the course year and a further evaluation will be made at that stage. The project also has an opportunity to compare the group set up by the project with a group that has self-formed on the third level course. The methods used will be data capture and analysis and qualitative feedback. Lead investigator Nicole Schadewitz with Theo Zamenopoulos.

CDI 2 . Systematic and visualised mapping of design thinking and practice
This CDI will use the Open Learn knowledge mapping software "Compendium" with a group of volunteer students from the third level course Innovation: Designing for a sustainable future (T307). Students will use the software to help them to organise and structure resources and thoughts for their initial course assignment. An interim evaluation of the student experience made at the end of this period. However, usage will be allowed to continue throughout the course year and a further evaluation will be made at the end. The methods used will be qualitative feedback combined with the capture and analysis of maps generated. Lead investigator Giselle Ferreira with Theo Zamenopoulos.

CDI 3 Using Video and audio conferencing to support collaborative group work

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This CDI will use the Open Learn FlashMeeting conferencing software with small groups of volunteers on the third level project course, Innovation:Designing for a sustainable future, Students will be asked to use this software to support their collaboration on a group project, each encounter will be recorded and analysed and students' qualitative feedback will also be sought at the end of the initial five week period. Usage will be encouraged to continue throughout the course year and a further evaluation will be made at the end. Lead investigator Georgy Holden with Theo Zamenopoulos.

CDI 4 Collaborative design in SecondLife

This CDI will use SecondLife to work with small groups of volunteer students from the second level course Design and designing (T211). Students will be asked to work both individually and collaboratively on design tasks which derive from and are supported by the course material. Evaluation of the student experience will take place at the end of the period of formal intervention, though students will be asked, later in the year about any continued use of the interface. The methods used will be qualitative feedback combined with the capture of artefacts and any resources generated by staff or students to support the experience. Lead investigator Steve Garner with Theo Zamenopoulos

CDI 5 Peer assessment using WebPA

This CDI will use the peer assessment system developed by Loughborough University with a small group of volunteer students to trial this approach to peer review and assessment using project work as the basis for this. Results of the assessment will be captured and analysed and qualitative responses will be sought from students. Lead investigator Theo Zamenopoulos

CDI 6 Using an online Design Studio environment

This CDI will trial the prototype of a new online studio environment which is being built for the first level course Design Thinking (U101). Work will be with a group of volunteers recruited from across the university. Activities will be developed to give students a reason for engagement and use will be analysed along with qualitative feedback on the student experience. Lead investigator Peter Lloyd with Theo Zamenopoulos

At the end of year 1 the assessment and evaluation of the outcomes and achievements of the course delivery innovations will include consideration of the ways in which these tools might be used to support programme delivery. This evaluation will also make interim recommendations about how these innovations might be implemented and used in other HEIs.

Year 2 activities build on the course delivery innovations to explore how these innovations can be used across the programme this phase of the project focuses on 'programme delivery innovations' (PDIs).

In Year 2 selected innovations piloted in year 1 will be scaled up and integrated into the courses. Project members are also tasked with creating an integrated learning experience throughout the design programme to build on the work done for individual courses. Although refinement and evaluation of the programme delivery innovations (PDIs) is likely to continue beyond the funded period an evaluation of the success of these innovations within the project timeframe will be made. An important area of focus will be on the transferability of the approaches used to other HEIs.

It is also intended that in Year 2 selected project outputs will be reconfigured as Open Educational Resources and made available via the OpenLearn site. These resources will be openly available to other Design Education institutions. A project conference will take place in Year 2 to present findings and on-going work, within the OU, to other HEIs and to representatives of business and industry.

The Steering Group and other stakeholders will engage with development, trials and evaluation of the CDIs.

Important issues to be addressed

How off the shelf technologies can be tailored to meet the needs of the learning community.

The effectiveness of web2 technologies for building communities of learners.

Ways to optimise and enhance the learning experience.

The transferability of the approaches used.

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Scope and boundaries of the work, including any issues that will not be covered.

In year 1 the work will involve working with six groups of students. Group size will vary from 6 to 20 depending on the course delivery innovation. Participation will be voluntary so the groups will be, in that sense, self-selecting. As distance learners however, it is unlikely that the participants will know each other and face-to-face meetings of participants are unlikely. Thus the scope of the project will be looking at the efficacy of web2 technologies in an exclusively distance setting. Whilst the project evaluation will speculate on the ways in which these technologies might be used in more conventional settings there will be no opportunity to test a blend of face-to-face and online technologies.

In year 2 participation is anticipated to be wider as approaches, which have proven to be valuable at a course level, are adopted across the programme. It is anticipated that more than 1000 students will be using selected technologies in year two. Full evaluation of this will have to take place after the end of the project because the Open University academic year runs from February to October. None-the-less interim evaluations will offer an insight into the use of these tools during the courses.

Critical success factors

Student engagement with learning

Clear communication between all those involved

Development of pedagogical approaches for the use of specific technologies

Achievement of learning outcomes

Technical feasibility of the medium

Effectiveness of use

4. Project Outputs

Interim report on the course delivery innovations

Report on the programme delivery innovations

Report on the overall success of the project

Project conference

Working papers

Academic papers for conferences and journals

Website, including blog of the project reflecting on the project and linking to relevant literature.

Development of practical training, advice and guidance for OU staff who may support these technologies in future

Understanding of how web2 technologies are perceived and used by students

Specific knowledge of, and expertise in, the use of online technologies for design teaching and learning.

Guidance for other institutions on implementation and use.

Embedded use of web2 technologies for course delivery.

The project will enable the delivery of curriculum to shift from print, text based, largely teacher led activity towards electronic delivery using multiple communication formats (text, audio, video, picture) with the support of a strong, peer based online community.

A comprehensive review of existing technologies and practice that can inform decision making about electronic delivery systems both within the OU and external situations.

Information about the realisation of OpenDesign Studio which could enable other institutions to develop a similar resource.

Comparative analysis of a range of tools and their appropriate uses.

5. Project Outcomes

Engagement of staff and students in an online learning community which will extend their abilities to work collaboratively in an online environment.

Practical knowledge about how to set up and optimise the use of these tools

Tangible examples of the use of online tools for design teaching

Understanding of how communities form and communicate using online tools

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This work is significant within the design community since it sets out to test whether design learning can be facilitated at a distance. If the outcomes of this research show, as we expect, that student communities can form through online tools this will shape the way in which design educators think about the design studio experience, and enable the development of new communities of practice.

These outcomes will make a significant contribution to the research literature for design and education.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
VCE	Part of the university vision to increase the use of online tools and also to improve retention	High
Faculty and Departmental Management	Implementation of the university vision to increase the use of online tools and also to improve retention	High
Students	Improved learning experience, contribution to attainment, skills development, retention,	High
Academics Internal and external, particularly, but not exclusively, those teaching design.	Allow flexible delivery, aid retention and achievement, develop skills, embed new delivery mechanisms in teaching. Transferable techniques . Awareness of use of elearning for Design.	High
Administrators	To develop administrative procedures to support these approaches	High
Academic Computing Service and Learning and Teaching Solutions	To develop the technical support and infrastructure needed to support the use of these tools within the VLE.	High
Employers	Development of skills, flexible delivery mechanisms for work-based learning.	Medium
Tertiary Education Sector	Lessons learned and models of practice which can be used in other settings and subjects.	High
JISC	Wide dissemination of lessons and technologies found effective through the project.	High

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	1	3	3	Staff will be supported and plans for each innovation will be owned by whole group so that if someone were to be ill the work can continue

				There should be few issues of staff engagement from the immediate project team as each member is directly involved in running their own CDI. The process of technical development may require work with the developer to capture knowledge that enables the sharing of knowledge as this is outside of the project team's immediate control.
Organisational	1	1	1	The organisation has a vested interest in the success of this project.
Technical	2	4	8	Prior experience has shown that there are often technical problems at the student's end that are difficult to anticipate. All efforts will be made to deal with any technical issues that arise as promptly as possible, One CDI will use in-house software that is in development (which has the functionality of external software); this will be subject to rigorous QA before launch. Two of the CDIs use OU software which is in the public domain and has been proven to be robust,
External suppliers	1	3	3	Three CDIs rely on external software but for each of these alternatives are available if there were to be a problem with the external supplier.
Legal	1	1	1	No legal problems are foreseen
Student Engagement	1	5	5	Student engagement is critical to the success of the project. To achieve this multiple approaches will be used to recruit volunteers and encourage them to continue with the project. The team are prepared to take a flexible approach to the design of tasks to encourage student recruitment.

8. Standards

Name of standard or specification	Version	Notes
W3C standards		The publicly available software all conforms to standards for web development and has been tried and tested in the public domain
Industry standards		All in-house Open University software is developed to industry standards

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9. Technical Development

With one exception, all of the software employed is already developed and in the public domain. The software that is in development is based on publicly available APIs, which have been modified and adapted for the specific purpose intended.

Specifically the technologies used will be Compendium Knowledge Mapping software (available on OpenLearn), Facebook (Public domain software), FlashMeeting (available on OpenLearn), SecondLife (Public domain software), WebPA (Public domain software), OpenDesign Studio (based on Flickr API).

10. Intellectual Property Rights

Intellectual property rights will belong to the Open University and the students in the study.

Permission for use of any student materials will be sought when volunteers sign up to the project.

However, all written outputs will be made freely available to other institutions in the form of reports, guidelines and models via the project website. The project will also look at the use of sites such as Scribd as a repository for outputs.

Project Resources

11. Project Partners

No external partners

12. Project Management

The Project Manager has responsibility for the running of the project and reports to the Principal Investigator. The Research Assistant works with the Project Manager on the detail of the project and is responsible for ensuring the day to day implementation of all aspects of the project including the website and blog. Project team members liaise with both the Project Manager and the RA about running of their aspects of the project. The project manager and principal investigator will report to the steering committee at half yearly intervals with informal contact occurring in the interim.

Steve Garner	Principal Investigator	01908 655784
Georgina Holden	Project Manager	01908 655024
Theodore Zamenopoulos	Research Fellow	01908 655960
Emma Dewberry	Project Team Member	01908 632950
Giselle Ferreira	Project Team Member	01908 659750
Peter Lloyd	Project Team Member	01908 659546
Nicole Schadewitz	Project Team Member	01908 653618

Project management, including attendance at meetings will take around 15 days per year

Team members will use built in training materials to familiarise themselves with the software used. Expert users will be bought in to deliver training if further needs are identified. There is already some experience of using most of software in other areas of the university and the insight gained from previous research will be used to inform this project.

Steering Group

The project steering group comprises stakeholders from inside and outside the university, design industry members and associate lecturers.

Members of the steering group are:

Paul Clark IET Cloudworks project

Professor Chris Earl Dean Faculty of Mathematics, Computing and Technology

Paul Wormald Loughborough University

Professor Jack Ingram Birmingham Institute of Art and Design

Chris Evans Programme Director Product Design Aston University

Steve Kuan Industry Partner, Outblaze.com Hong Kong

13. Programme Support

None identified at present

14. Budget

Attached

Detailed Project Planning

15. Workpackages

Attached

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
	Knowledge mapping	<p>How will students use this tool to enhance their learning and understanding?</p> <p>Does sharing personal knowledge maps further develop learning?</p> <p>Can this tool motivate students and aid retention?</p> <p>Is this approach scalable?</p>	<p>Year 1 Qualitative research methods e.g. interview, observation, recording and analysing student exchanges. A mix of formative evaluation during the live part of this project and summative evaluation at the end of the research period set.</p> <p>Year 2 quantitative analysis on a large group of users will be possible using the OU's established student survey systems.</p>	<p>Student opinion and satisfaction rates.</p> <p>Demonstrable proof of the effective use of this tool as a way to organise, map and share knowledge, through a bank of knowledge maps</p>
	Facebook	<p>How do students appropriate this tool as part of their learning experience?</p> <p>Can social networking enhance student learning and understanding?</p> <p>Can this tool motivate students and aid retention?</p> <p>Is this approach scalable?</p>	<p>Qualitative research methods e.g. interview, observation, recording and analysing student exchanges</p>	<p>Student opinion and satisfaction rates.</p> <p>Student usage rates</p>
	Video/Audio conferencing tools	<p>Can live conferencing can aid group formation and</p>	<p>Qualitative research methods e.g. interview,</p>	<p>Student opinion and satisfaction</p>

		<p>communication at a distance?</p> <p>How can tutor centred conferencing advise and focus student learning?</p> <p>How do students use these tools for project work?</p> <p>Is this approach scalable?</p>	<p>participant observation, recording and analysing exchanges in the conference rooms</p> <p>In year 2 quantitative analysis via the OU's student survey mechanisms will be possible if research in year 1 shows that this is scalable.</p>	<p>Tangible outcomes, i.e. group project work that has been developed using these interfaces.</p>
	Peer Assessment	<p>How can peer assessment tools can aid students in the development of learning?</p>	<p>Qualitative research methods e.g. interview, observation, recording and analysing exchanges.</p>	<p>Student opinion and satisfaction</p>
	Virtual Worlds	<p>Can virtual world interaction aid group formation?</p> <p>Can virtual world interaction be used as a method for delivering design education?</p>	<p>Qualitative research methods e.g. interview, observation, recording and analysing exchanges.</p>	<p>Student opinion and satisfaction</p> <p>Assessment of outcomes of learning activity</p>
	Open DesignStudio	<p>Can image sharing, peer review and online discussion assist the development of learning communities in design?</p> <p>Can this interface aid the cross fertilisation of ideas and peer learning?</p>	<p>Qualitative research methods e.g. interview, participant observation, recording and analysing exchanges in the conference rooms</p> <p>In year 2 quantitative analysis via the OU's student survey mechanisms will be possible, as will quantitative information on student usage.</p>	<p>Student opinion and satisfaction rates.</p> <p>Student usage rates</p> <p>Tangible outcomes i.e. assessments</p>

17. Quality Plan

Output Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
February 09	Description/models of delivery and support for the curriculum area	Review by project team	Testable models	To ensure adequate and rigorous descriptions to inform planning	
February 09	Plan and rationale for the support model	Review by steering group	Plan for the project	To ensure robust plans and strategies which can be delivered within constraints of time and resources	
October 09	Detailed case studies	Peer Review	Publication	Rigorous analysis and justification of conclusions	
April 10	Materials to exemplify new practices	Peer Review Approved by members of the steering group	Publication	To ensure materials offer other institutions guidance	
October 10	Evaluation Report	Peer Review Approval by members of the steering group	Publication	Rigorous analysis and justification of conclusions	
October 10	Guidance for other institutions or curriculum areas	Peer Review Approval by members of the steering group	Publication	To ensure materials are enabling for other institutions	
Feb /Oct 09 April/Oct 10	6 monthly reports	Approval by members of the steering group	Publication	To ensure transparency of output and process	
Feb09 - Feb12	Website	Technical testing User evaluation	Working site	To ensure a functioning, usable website which endures beyond the life of the project	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
At the completion of evaluation	Written report to VCE and Faculty Management team plus other stakeholders on	All stakeholders	Inform and influence	What does and does not work

of the CDIs	achievements thus far. Reports to be published on the Project website Use of intranet to invite stakeholders to view work at this point.			
September/ October 09	Seminar series reporting on results of CDIs Use of intranet and mailing lists to invite participants.	Internal and external academics, software developers, and other interested parties.	Dissemination of practice	How these tools can be used to enhance curriculum delivery at a course level
From September 09	Journal and conference papers	Worldwide academic audience	Dissemination of results and reflection on the wider issues of pedagogy	How pedagogy may need to develop to accommodate new modes of delivery
September 10	Project Conference Use of appropriate mailing lists to invite relevant and interested parties.	All stakeholders	Dissemination both of practice and pedagogy	Overview of the achievements of the project and how these might be applied in other context
Throughout project	Discussion with interested parties e.g meetings with PVCs, Dean etc	Internal and external stakeholders	Stakeholder engagement in the project outcomes	How findings might be used to inform future developments

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Knowledge about use of ICT for design learning	Sharing with all relevant and interested parties to assist with the embedding of technologies and pedagogies in new and existing courses and programmes Knowledge made publicly available for other institutions to learn from.	Ensure that face to face dissemination is captured so that it can be made available to others asynchronously
Working papers and reports	Continued availability after the end of the project from the AtelierD website Also make all papers available on the open Knowledge Network.	Ensure that website is maintained for three years after the end of the project so that it can be used after the close of the project
Website and blog	The URL will continue to be freely accessible.	Ensure maintenance for three years after the end of the project.
OpenLearn	Make resources available via	Ensure that resources are in

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	OpenLearn where they will be publicly accessible.	formats which will be accessible beyond the life of the project
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Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Virtual Design Studio	The knowledge gained through the project will aid in the development and refinement of this interface and it will become embedded in the Design Programme	The results of the project will be shared with key people in the operational arm of the university as well as with academics from other disciplines.	Cost and feasibility for rolling out and maintaining this on a large scale
Website	Easily maintained and way of ensuring knowledge made available in the future. Potentially knowledge could be added as experience of using the Virtual Design Studio builds	Use university mechanisms for maintenance	Staff time and costs

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages



Appendix A: Atelier D Budget

Directly Incurred Staff	April 08 - March 09	April 09 - March 10	April 10 - March 11	£ Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	73,839
Total Directly Incurred Staff (A)	[REDACTED]	[REDACTED]	[REDACTED]	73,839
Non-Staff	April 08 - March 09	April 09 - March 10	April 10 - March 11	£ Total
Travel and expenses	450	900	450	1,800
Hardware / software (laptop for RA, CAD software)	4,000	1,450		5,450
Dissemination	-	-	1,500	1,500
Evaluation	-	1,250	250	1,500
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3,320
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2,580
Directly Incurred Total (A+B=C) (C)	23,862	43,467	22,660	89,989
Directly Allocated Staff	April 08 - March 09	April 09 - March 10	April 10 - March 11	Total
[REDACTED]				6,975
[REDACTED]				6,365
[REDACTED]				5,633
[REDACTED]				11,616
[REDACTED]				6,765
[REDACTED]				4,163
Estates	1,857	3,713	1,856	7,426
Additional indirect costs	7,633	16,103	8,473	32,209
Directly Allocated Total (D)	19,869	40,575	20,708	81,152
Indirect Costs (E)	13,163	26,325	13,163	52,650
Total Project Cost (C+D+E)	56,894	110,367	56,530	223,791

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Amount Requested from JISC				179,033
Institutional Contributions¹				44,758
Percentage Contributions over the life of the project	JISC 80%	Partners 20%		Total 100%

Nature of Institutional Contributions

Directly Incurred Staff				
██████████	██████	██████	██████9	41517
Directly Incurred Non Staff				
Hardware/Software etc.				
Directly Allocated				
Staff, Estates etc.	1000	1945	927	3872
Indirect Costs				
Indirect Costs				
Total Institutional Contributions		11379	22074	11306



AtelierD WORK PACKAGES

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
		N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
Steering Group Meetings																									
CD! 1 Knowledge Maps																									
CD! 2 Facebook																									
CD! 3 Video/Audio Conf.																									
CD! 4 Web PA																									
CD! 5 SecondLife																									
CD! 6 OpenDesignStudio																									
Interim Evaluation																									
PDIs																									
Reports																									
Dissemination - Seminars, Papers, Conference																									
Evaluation																									

Project start date: *November 2008*

Project completion date: *November 2010*

Duration: 24 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Plan CDIs	Nov 08	Apr 09			
1. Review needs of courses and select technologies as appropriate to meet these	Nov 08	Feb 09			
2. Devise activities for courses	Jan 09	Apr 09			
WORKPACKAGE 2:	Jan 09	Oct 13			

Create and maintain website and blog					
1 Select host sites	Feb 09	Feb 09			
2 Create website and blog	Feb 09	Feb 09			
3 Populate website and blog	Feb 09	Oct 10 +			
4 Ensure maintenance of website and blog	Feb 09	Oct 13			
WORKPACKAGE 3: Capture baseline data of how curriculum delivered pre project					
1 Create descriptive model of pre project state	Mar 09	Apr 09			
2 Capture available data on student satisfaction	Mar 09	Apr 09			
WORKPACKAGE 4: Run CDIs Objective:	Feb	Oct			
1. Recruit volunteers	Feb	May			GH, SG, TZ
2. Set up technical requirements	Feb	June			TZ GH
3. Run activities as devised by academic for each CDI	Feb	Oct		1. Implemented Innovations	GH, SG, PL, NS, ED, TZ
WORKPACKAGE 5: Project Management Objective:					
4. Complete project plan	Feb	Feb	Project plan		GH, SG
5. Complete interim project report 1	Oct	Oct	Project report 1		GH, SG
6. Set up and manage CDIs			Implemented innovations		GH, TZ
7. Co-ordinate evaluation			Raw data		GH, TZ
WORKPACKAGE 6: Evaluation of CDIs Objective:					
8. Formative evaluation when running	Feb	Oct	Observation results,		GH, SG, PL, NS, ED, TZ

activities			Student dialogues		
9. Summative Evaluation of Year 1 activities	Oct	Jan 10	Interview checklist, questionnaire s, report on observation results, analysis of student interaction,	2.Report	GH, SG, PL, NS, ED, TZ
WORKPACKAGE 7: Planning for PDIs Objective:					
10. Select technologies for use at large scale	Sept 09	Feb 10			GH, TZ, SG, ED, PL , NS
11. Set up and implement PDIs			Implemented innovations		GH, SG, TZ
WORKPACKAGE 8: Dissemination Objective:	Sep 10				
12. Dissemination of interim results	Sept 09	Jan 09	Papers for internal and external publication		GH, SG, TZ
13. Journal and conference papers	Sept 09	Oct 10	Papers for external publication		GH, TZ, SG, ED, PL , NS
YEAR 2					
WORKPACKAGE 7: Run PDIs Objective:					
14. Creation of integrated learning experience throughout the programme	Sept 09	Jan 09	Learning environment	3. Implemented Innovations	GH, SG, TZ
15. Student use of Virtual Design Studio	Feb 10	Oct 10	Student usage		GH, SG, TZ
WORKPACKAGE 8: Project Management Objective:					
16. Complete Interim project report 2	Feb 10	Feb 10	Report	4. Report	GH, SG
17. Complete final report	Oct 10	Oct 10	Report	5. Final Report	GH, SG
18. Set up and implement PDIs	Jan 10	Feb 10	Innovations implemented		GH, TZ

Project Acronym: AtelierD
 Version: 1
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 Date: 2/2/2009

WORKPACKAGE 9: Dissemination Objective:					
19. Project Conference	Sept 10	November 10	Conference	6. Conference	GH, TZ, SG, ED, PL, NS
20. Journals and papers	From Sept 09	Cont'd after project	Papers		GH, TZ, SG, ED, PL, NS
21. Web dissemination	From Sept 09	Cont'd after project	Web versions of papers and reports		GH, TZ, SG

Members of Project Team:

GH= Georgy Holden
SG= Steve Garner
TZ= Theo Zamenopolous
NS= Nicole Schadewitz
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ED= Emma Dewberry