



JISC Project Plan

Overview of Project

1. Background

The **MoRSE** project will build upon the expertise developed by Kingston University in the pedagogy and practice of mobile technologies in the curriculum, and allies this to the expertise of De Montfort University in Web 2.0 tools and approaches¹, to develop a situated understanding of the impact of the tools on student practice, beyond the institution, and the concomitant impact on institutional processes. The two key areas of student practice beyond the institution being addressed by the project are that of fieldtrips and work placements. The fieldwork component of the project will be centred in the School of Geography, Geology and the Environment at Kingston University, with the school running 15 national and eight international fieldtrips each year, ranging in length from one day to two weeks. The placement component of the project will focus in the School of Health & Life Sciences at De Montfort University. The school runs placement in Nursing & Midwifery, Pharmaceutical & Cosmetic Sciences, Speech & Language Therapy, Forensic Science, Youth & Community Development and Biomedical Science, but initially the focus will be on the Pharmaceutical & Cosmetic Science (PCS) course.

There is nascent work being undertaken on practice-based curricula², in order to develop a series of case studies of learner engagement. This enhances the personal-support and institutional-readiness precepts highlighted in the QAA code of practice for work-based learning.³ However, there is little evidence of how Web 2.0 tools are being integrated with the learner's own mobile technologies, to deliver a personalised learning experience, which is integrated within a situated, social learning context. Moreover, there is little evaluation evidence for the impact of these tools on the delivery of meaningful curricula⁴. Further, issues arise with the integration of fieldwork with other parts of the curriculum, especially within modular programmes⁵, though practice guides describe the use of Internet tools to link the field with the classroom as part of preparatory exercises, and there many examples of virtual field trip developments.

The delivery of a situated curriculum for students working beyond the institution in practice-based environments is critical.⁶ The QAA Earth Science subject benchmarks state the importance of field-based studies in enhancing skills in team working, problem-solving, self-management and interpersonal relationships⁷. Both the STAR (2008) and Learning from Digital Natives Projects (2008)⁸

¹ Kingston University (2008), *R³: Rapid Reaction and Response*. <http://kudevoes.kingston.ac.uk/~martin/single/>; De Montfort University (2008), *e-Learning Pathfinder project*. <http://dmupathfinder.blogspot.com>

² Learners' experiences of blended learning environments in a practice-based context (PB-LXP). http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_pblxp.aspx;

³ QAA Code of Practice, Section 9: Work based learning and placement learning. <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/placementLearning.pdf>

⁴ Higher Education Academy Blended Learning Review (R.Sharpe and G.D. Benfield, 2007) http://www.heacademy.ac.uk/projects/detail/lr_2006_sharpe

⁵ Teaching Geoscience through Fieldwork (R.Butler, 2007) http://www.heacademy.ac.uk/projects/detail/lr_2006_sharpe

⁶ Knight P.T. & Yorke M. (2004) Employability: judging and communicating achievements.

http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id460_embedding_employability_into_the_curriculum_338.pdf

⁷ QAA Earth Science subject benchmarks.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/EarthSciences.asp>

have highlighted how skills may be developed informally, and how institutions need to develop broader and deeper social networks, amongst staff and students, in order to develop academic literacies. Yorke and Longden have also highlighted the impact of decision-making, new teaching styles, access to resources and social integration on the retention of first-year students.⁹ One approach for overcoming these issues is the development of strong, personal learning skills, and this is also true of fieldwork and placement students.

Specific issues to address are described as follows:

Fieldwork

1. The need to further enhance the integration of field work and other components of the curriculum.
2. Provision of access to documentary resources and the ability to interrogate online databases and query specialists at remote locations, while in the field.
3. Enhance coordination and collaboration between students groups (and staff) that are geographically widely distributed within a study area.
4. Enhance ability to communicate, collaborate and exchange information with other students and staff at other field locations and at the institution.
5. Provide ability to capture digital resources (imagery, audio and video) and share with students and staff and other locations.
6. Support complex problem solving involving students and specialists at multiple locations.

Placements

1. Students need structured interactions to enable them to feel less isolated on placement and as a reminder that their placement sits firmly within their university curriculum.
2. There is a growing need for sharing of experiences between staff and students on placement, and those preparing for placement.
3. There is a further desire to provide a vehicle for reflective learning.
4. The provision of on-going feedback from tutors and their peers (most placement students currently only have a maximum of 2 workplace visits from their DMU placement tutor) would enhance progression and retention on placement, through enhanced contact between placement staff, students and mentors.
5. There is a demand to increase the motivation of Yrs 1 & 2 students in preparing for a productive placement through contact with student-mentors.
6. A focus upon defining robust assessment leading to a possible certificate in work-based learning would enhance motivation.
7. The provision of a portfolio of current work-based practice would benefit programme teams and employers.

2. Aims and Objectives

The vision of the **MoRSE** project is to develop processes that maximise the impact of fieldwork and placements on student learning and personal development through the appropriate integration of mobile, personal technologies, linked to social tools. Students will benefit from enhanced learning; collaboration; enjoyment; and engagement, and tutors will be able to develop more flexible, appropriate facilitation of remote student learning.

Crucial to achieving this vision are the following key objectives and aims

⁸Student Transitions and Retention Project. <http://www.ulster.ac.uk/star/>; Learning from digital natives: bridging formal and informal learning <http://www.academy.gcal.ac.uk/ldn/LDNFinalReport.pdf>

⁹ Yorke, M and Longden, B. (2008) *The first-year experience of higher education in the UK (Phase 2)*. <http://www.heacademy.ac.uk/assets/York/documents/resources/publications/FYEFinalReport.pdf>

1. To understand how learners who are working beyond the formal institutional context currently achieve and what are key issues that both limit and promote this achievement.
 - a. understanding current practice in terms of designing and implementing learning activities; identifying key challenges that students face;
 - b. identifying the range and functionality of student personal technologies;
 - c. understand how students use these technologies currently to support their studies and;
 - d. how staff have used personal and web 2.0 technologies to support student learning.
 - e. Identify the kinds of student-student, student-tutor and student-mentor interactions that are taking place

2. To develop an understanding and models of how mobile and personal web 2.0 technologies can be efficiently, effectively and sustainably used to enhance learning and the learner experience in settings beyond the institution.
 - a. Develop learning activities to address prior constraints and limitations, and review and develop new activities which may have been previously unfeasible
 - b. Understand the potential for, and the mechanisms by which personal technologies encourage students to reflect on their learning and learner experiences.
 - c. Develop approaches to building academic literacies that access informal skills developed through engaging with personal technologies
 - d. Investigate how personal technologies can be used to enhance and develop communication, collaboration and interactions between students, students to tutors, and tutors to students.
 - e. Investigate how personal technologies can be integrated in learning activities to maximise the impact of appropriate feedback on student progress.
 - f. Assess the willingness and ability of staff and students to engage with personal technologies as part of formal learning and teaching activities.

3. Overall Approach

A collaborative approach between the disciplines and areas of student practice, namely fieldwork and placements will be implemented to enable a richer set of outcomes to be developed, based upon demonstrable strengths in e-pedagogy and curriculum delivery, using focused, mobile and personalised technologies. Moreover, this collaborative approach will develop a set of comparative impact analyses that define good practice in situated, work-related activities, as defined in both fieldwork and placements. The project will focus as far as possible on student owned personal mobile technologies and recognise students as co-owners of the e-learning environment, to reinforce student engagement and ownership of their personal learning. The project will focus upon the use of social networking and user-generated tools, fed where appropriate by RSS, which enable learners to use these personal technologies alongside their own portable, personal software tools, to frame a placement / fieldtrip experience that is meaningful.

Key initial objectives focus on reviewing current practice and technologies:

- Current practice by the fieldwork and placement teams
- Current practice with mobile technologies in the wider learning and teaching community
- Personal technologies and their use by students
- Core functionalities offered by personal technologies and the identification of gaps with regard achieving the project goals.

Project Methodology

The study will be conducted to learn about the affordances of a range of mobile personal technologies used on field trips and placements. The impact of the uses of these technologies on students' experiences and students' learning will be measured, as well as students' and academic staff perceptions on the use of the technologies. Thus, the following research questions will be addressed:

1. What are the personal technologies that students and staff are currently using?
2. How were field trips and placements designed and implemented prior to the project?
3. To what extent were students using personal mobile technologies and web 2.0 tools to support their learning prior to the project?
4. To what extent were lecturers using mobile technologies and web 2.0 tools to organize and run field trips/placements prior to the project?
5. To what extent can a range of mobile technologies and web 2.0 tools support student learning outside the physical boundaries of the university?
6. To what extent can the use and integration of personal technologies in learning activities address key limitations and constraints as identified in the baseline study?
7. To what extent have personal technologies enabled new learning activities not previously feasible that enhance the student experience?
8. To what extent can a range of mobile technologies and web 2.0 tools support student-student and student-tutor interaction outside the physical boundaries of the university?
9. What are the business partners' perceptions of their placement students' use of mobile technologies?
10. How do business partners define appropriate student use of technology during placements?
11. To what extent does this project impact on students' awareness of the potential of personal technologies to support their learning?
12. To what extent does that impact (see previous impact) upon teaching practices?
13. To what extent are lecturers using personal mobile technologies and web 2.0 tools to organize and run field trips/placements at the end of the project?
14. To what extent has the project been successful in engaging staff beyond the project who are involved in fieldwork and placements?
15. To what extent has the project been successful in engaging institutional senior management with the potential wider impacts of the project outcomes?

A mixed-methods methodology will be used to address the above research questions. Data will be gathered (pre, during and post project) through questionnaires, focus groups and semi-structured interviews with academic staff, business partners and students. In addition, we will embed the use of the LEX project "interviews plus methodology" to collect data from students. Interview plus involves the use of an artefact relevant to the learner context that will help 'guided recall' during an interview to allow "deeper exploration of learners' actual behaviours and associated feelings and beliefs"¹⁰.

The LEX project "interviews plus" methodology will be enhanced through the deployment of the Learner-XP audio-log approach, in order to engage with and evaluate the impact of personal, technological choices on the creation of "the artifacts the learners are working on".¹¹

An online survey of current placement and fieldwork students and academic staff, will generate themes about the impact that mobile technologies have on participation and engagement within the curriculum. These will be unpicked through interviews with academic staff and an analysis of tracking-diaries of at least 6 students from each collaborating partner, which will be rich-media, reflective diaries (e.g. a combination of blogging, audio recordings, screen capture, photographs) for a 7-day period during the baseline study.

All data collection instruments will be pilot-tested prior to administration. Tailored Design Method (Dillman, 2000) will be used for questionnaire development and administration.

¹⁰ [JISC Learner Experience Phase 2](https://mw.brookes.ac.uk/display/JISCle2/Methodology) <https://mw.brookes.ac.uk/display/JISCle2/Methodology>

¹¹ Learner experiences of e-Learning (2005), *About Learner experiences of e-Learning*. Available at: http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learnerxp.aspx

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We believe this approach allows an additional focus on capturing “the affective, social and conative [sic.] aspects of the student experience”, as recommended by Sharpe et.al. (2005)¹¹
The work will focus on specific fieldtrips and placement programmes as follows:

February 2009 – June 2009

- Scoping structured learning tasks using a range of mobile devices with programme teams in Earth Science and Geography at KU, and PCS at DMU. The development of these tasks will be aligned with the review of current practice, and a review of mobile devices held by current students who are likely to be involved in the project and actions to remedy hardware/software deficiencies of the placement student participants.
- Trialling learning tasks and mobile innovations within our identified curriculum areas, including a KU 7 day residential field trip to Morocco (9 Geography students), Spain (20 Geography Students) and Malta (approx. 55 GIS and Geography Students). Issues and risks will be highlighted and managed within a PRINCE 2 methodology, and shared across collaborating partners.
- The evaluation methodology for the project will be trialled..
- Tasks for the 15 prospective placement students (for the 2009-2010 academic session) to familiarise them with the chosen technologies.

July – November 2009

- PCS placement students involved in the MoRSE project begin their placement year.
- KU Residential field trip in UK and minimum of one 1 day trip.
- Development of iterated tasks based upon outcomes from evaluation with students and staff.
- Dissemination of outcomes within KU and DMU at staff and student seminars and through briefing papers.

December 2009 – May 2010

- PCS placement students continue in placement.
- Minimum of one KU 1 day field trip.
- Evaluation of iterated tasks in relation to the original challenge and in terms of their impact on staff and learner learning and curriculum development. An online survey for all student participants, alongside academic staff, will address the issues raised in the baseline evaluation. These themes will also be unpicked through interviews with academic staff and an analysis of tracking-diaries of at least 6 students from each collaborating partner, which will be rich-media, reflective diaries (e.g. a combination of blogging, audio recordings, screen capture, photographs) for a 7-day period during this operational evaluation. This final summative evaluation will determine both epistemological and pedagogical benefits and recommendations
- Lessons should be identified for subsequent iterations of the curriculum, for those involved in curriculum delivery more generally, and for institutional support of learning and teaching.
- The development of a transition/sustainability plan in partnership with Faculty Placement and Fieldwork Units and students. This plan will be context specific but will focus upon:
 - transfer of curriculum outcomes through workshops, where new tasks are planned;
 - trialling new opportunities through mentoring of new staff by experienced academic practitioners from the project; and
 - commitment from senior managers to support staff and student mentors for the next session for practitioners, academic staff and students.

June – September 2010

- PCS placement students finish their placement.
- KU 7 day residential field trip to Malta which will incorporate re-developed learning tasks integrating mobile innovations
- Development of iterated tasks for new staff and student users based upon outcomes from evaluation with students and staff.
- Development work with staff and student mentors.

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- Dissemination of outcomes within KU and DMU, and beyond, at staff and student seminars and through briefing papers.

Additional issues to address

- IPR and Data Protection with particular reference to student use of software and network environments not owned by the institution as part of formal learning activities.
- Personal costs for the student in terms of the use of personal technologies as part of formal learning activities, e.g. data costs, texting and voice fees, insurance.
- Potential student disempowerment through lack of or limited personal technologies
- Provision of supplementary equipment to cover gaps in access to appropriate personal technologies, specialist application and significant costs to students (e.g. video conferencing).

Critical Success Factors

- Sustainability focussing on the transferability of project approaches to other courses at the institutions involving fieldwork or placements
- Student willingness to use their personal tools and technologies as part of learning activities
- Institutional recognition of the contribution of the project towards institutional development and change.
- Enhanced student experience of learning and teaching, and value students place on fieldtrip and placement learning activities as part of the curriculum.
- Student engagement with their placement year

4. Project Outputs

- Project Blog. This act as a key source of dissemination throughout the course of the project and at least one year beyond.
- Wiki-based review of current practice
- Wiki-based technology review
- Project bookmarks using De.licio.us
- A minimum of two multimedia briefing papers on fieldwork and placement experiences, co-authored by staff and students. These will be disseminated through external gateways, and at internal events and external conference workshops.
- Baseline report which models the curriculum at the beginning of the project and will also include a mapping to the curriculum that exists at the project end.
- Final report
- Staff and student seminars at KU and DMU
- Minimum of two conference presentations
- Lessons learnt report for both the academic community and the project institutions. This will be based based on our project experiences and analyses and will provide guidance on approaching similar tasks.
- Technical developments summary. Although specific technical developments are not planned as part of the project a overview of learner and tutor generated mash-ups that emerge will be produced.
- Transfer of approaches to other courses at KU and DMU
- Improved student awareness of the use and application of personal technologies in learning.
- Improved staff awareness and understanding of personal technologies and their use and application in learning.
- Enhanced student learning experience on fieldwork and placements.

Deliverables will highlight transferable outcomes for the sector and professionals in adult learning contexts, and will be launched at a workshop at KU.

5. Project Outcomes

Learners, mentors and tutors involved in the project will be enabled to reflect upon the impact of mobile, personalised web technologies on the development of their independent study skills and develop strategies for engaging with fieldwork and placement activities.

The identification and evaluation of personalised learner experiences on fieldwork and placement. This outcome will be based on the impact of mobile, personal technologies in three programmes at two institutions, and will include recommendations for scalability and transferability. Use cases will be co-authored with the learners in order to enhance their authenticity.

Engagement of fieldwork and placement units with mobile, personal technologies, in order to deliver recommendations for both enhanced curriculum delivery and support for students, staff and mentors in the learning process. This will enable institutional strategies for agile, responsive and flexible delivery to be framed.

The refinement of institutional structures, procedures and processes that support the data capture, assurance and management of students on placement and fieldwork.

6. Stakeholder Analysis

<u>Stakeholder</u>	<u>importance</u>	<u>Enhanced practice-based learning</u>	<u>Enhanced use of mobiles</u>	<u>Enhanced personal learning</u>	<u>Enhanced retention and motivation</u>	<u>Operational efficiency</u>	<u>Financial efficiency</u>	<u>Institutional change</u>
Project Students	H	√	√	√	√			
Academic staff	M	√	√		√	√		
Project staff	H	√	√		√			
Senior managers	H				√	√	√	√
Mentors	H	√	√	√		√		
Business partners (incl. Work based mentors)	H	√			√	√	√	
HE/FE Policy makers	M				√	√	√	√
JISC	H	√	√	√	√	√	√	√
Students beyond the project	L			√				

7. Risk Analysis

6. Project Risks

Risk	P	S	I	Action to prevent/manage risk
Organisation 1: key staff leave KU or DMU	1	2	2	<ul style="list-style-type: none"> Project posts will be filled by existing KU and DMU staff and therefore avoiding the risks of appointing project staff on short-term contracts. There will be a team approach to project management to avoid over-reliance on one partner.
Organisation 2: project goes into exception where timescales, milestones or budget for workpackages are not met	2	3	6	Project Governance procedures [risk log, issue log, stage plans and quality plan] underpin management by exception, alongside monitoring of stage plans by the Project Steering Group.
Organisation 3: distributed management across HEIs impacts communication	1	3	3	The communication plan and Project Governance procedures will be agreed by the MoRSE Steering Group, which will include senior managers from both organisations.
Technical 1: services external to the institution lack resilience. These services will include external web 2.0 applications, mobile telephone networks (mobile broadband, SMS, MMS), and, in the case of placement students, the network infrastructure of the employer.	1	3	3	<ul style="list-style-type: none"> Where appropriate use Web 2.0 service suppliers with established track records, and identify alternative suppliers. Procedures and protocols will be agreed with project participants, concerning access to and back-up of data on externally hosted systems. Work with project staff to ensure that contingency plans are in place in case of external network/service failure (e.g. how fieldwork activities would continue without access to a mobile broadband network).
Technical 2: Mobile Hardware technologies may be more prone to damage, especially when used external to the institutions.	2	2	4	<ul style="list-style-type: none"> Plan with academics for mobile technology failure with built in redundancy (e.g. agree percentage of additional hardware devices to be made available for given activities beyond that required). Training for staff leading fieldtrips/visiting placement students for resolving basic technical problems. Work with students to minimise risks arising from the failure or loss of personal technologies. Provision of loan equipment to supplement / replace personal technologies with limited capabilities. Agree technical support protocols for students at a distance. Dedicated technical support provided by both institutions.
Data Protection: Data Protection issues with use of 3 rd party tools	2	1	2	<ul style="list-style-type: none"> Provision of guidance for students on the data protection issues concerning external services and the provision of institutionally hosted services where feasible and appropriate.
Legal and IPR issues re: placement students publishing information that may be regarded	2	1	2	<ul style="list-style-type: none"> Develop additional guidance for placement students and negotiate ground rules with employers.

as sensitive by an employer.				
Evaluation 1: lack of student participation in the project including participation in evaluation elements and their use of personal technologies in formal learning activities.	1	3	3	<ul style="list-style-type: none"> The project is integrated into existing learning and teaching activities. Staff at DMU and KU have significant experience of involving student in evaluation activities. Contribution to student mobile charges costed. Effective communication with and rewards for learners Survey student attitudes towards the use of personal technologies in formal learning activities. Based on the analysis of this data provision alternative low cost technologies.
Evaluation 1: poor data quality	2	2	4	Tolerances and standards for data quality and collection agreed at start-up

Key: P = probability, S = severity, I = impact (PxS). 1 = low severity, 5 = high severity.

8. Standards

Name of standard or specification	Version	Notes

9. Technical Development

The project will focus on student owned mobile and personal technologies (including software applications covering those installed on the device, accessed via the net and mobile optimised) with particular standards encompassing Wi-Fi, 3G, HSPDA and Bluetooth. Technologies that enable student contributions from remote locations, and support synchronous and asynchronous communication and collaboration are of particular importance to the project.

Specific hardware technologies will include mobile phones (from basic devices with voice and text through to smart phones), Netbooks and portable PCs used in conjunction with wireless and mobile broadband, MP3 devices, digital cameras and video cameras. In addition the use and application of mobile broadband routers and wireless SD cards will be assessed. Software tools and environments that will be incorporated in the study will include:

- Read/write (Web 2.0) environments that provide an interface optimised for web enabled mobile devices (e.g. Blogs, Microblogs)
- Tools that can be installed on a mobile device (e.g. VR Code readers, MSN mobile, RSS readers etc)
- Read/write environments that can be interacted with via core functions of mobile phones (Voice – e.g. voice recognition sites such as Dial2do, SMS – submitting blog / microblog contributions, MMS for submitting images and videos to sites such Flickr and Youtube)

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- Tools that interface with more specialist hardware functions, e.g. GPS used in conjunction with Google Maps.

Student owned technologies will be supplemented if necessary to cover gaps in ownership and functionality. Currently the team are investigating the most effective strategies for providing internet access for overseas fieldtrips.

It is envisaged that a number to student and staff mash-ups will emerge from the project, particularly as students develop their personal learning environments for access when working remotely from the institution. These may include mash-ups that are optimised for mobile devices including for instance the merging of multiple RSS streams, in combination with tagged resources. This could also include the integration of imagery, video and data sources with map data for instance, and the use of tags across multiple environments.

Key issues that will be addressed include data protection, privacy policies and Intellectual Property Rights.

10. Intellectual Property Rights

After completion of the Project the Consortium shall provide on request, to any educational institution (as defined by s.65(5) of the Further and Higher Education Act 1992), a free copy of the Deliverables and a non-exclusive free licence to use the Deliverables for non-commercial purposes.

Use of Project Intellectual Property by third parties other than Partner Institutions, and by educational institutions (as defined by s.65(5) of the Further and Higher Education Act 1992) for commercial purposes, shall be at the discretion of the Partner Institution owning such Project Intellectual Property.

Project Resources

11. Project Partners

This project is a joint partnership between Kingston University and De Montfort University.

Kingston University

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De Montfort University

Main contact:

Dr Richard Hall, DMU Project Lead, De Montfort University, Department of Academic Quality, +44 116 207 8254, rhall1@dmu.ac.uk

12. Project Management

The Project Manager will have responsibility for the day-to-day management of the Project, with the Project Board being concerned with overall policy and direction. The Parties agree that the Project Manager will have the following responsibilities:

- Consultation over and production of the project plan, including work packages
- Overall direction of project activities in liaison with DMU Project Lead.
- Monitoring project developments, timetable, milestones and outcomes

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- Coordination of project communication and dissemination of outcomes
- Liaison with JISC over project requirements, budget and progress
- Liaise with and brief DMU Project lead

Responsibilities of the Project Board

The Project Board will determine the overall nature of the MoRSE Project and will be the executive authority for steering sustainable, institutional developments in relation to the MoRSE Project. It will make decisions about the project's implementation based upon the MoRSE Project Plan and the needs of external stakeholders. It will report to both KU and DMU University Learning and Teaching Committees, and the JISC Programme Board. It will operate by the following Terms of Reference:

- 1 To approve, direct and review the MoRSE Project in-line with its Project Plan. It will evaluate, process and progress, in light of constraints relating to institutional missions, learning and teaching, infrastructure and partnership requirements. It will therefore authorise any deviations from agreed plans, as appropriate.
- 2 To communicate with key internal and external stakeholders about the delivery of the MoRSE Project. This will include reporting to, and taking advice from, University LTCs, critical friends and the Support and Synthesis Project about the direction and viability of the project. It will also include advising and directing the work of the project team, as appropriate.
- 3 To ensure that required resources are committed to the work-packages and to arbitrate on issues that are raised during each planned stage.
- 4 To assure the quality of the MoRSE project processes and products. This may be devolved by the Board.
- 5 To manage the risks pertaining to the project.

The Management Committee will meet twice yearly with the first meetings scheduled in February and July 2009. Future meetings will then be scheduled to align with JISC's reporting timetable and will alternate between Kingston University and De Montfort University. Additional meetings may be called by two or more Parties or on the advice of the Project Manager. The Management Committee may choose to take advice from third parties as is required. Meetings will operate under the following rules:

- a. the Project Manager will notify Project Board members of the dates of meetings and outline agenda with at least 14 days notice;
- b. each Project Board member will have one vote, except the Project Director who has a casting vote (but a member may not vote on matters concerning a dispute with the Consortium where the member is the subject of the dispute);
- c. Project Board members may nominate a representative to attend meetings and vote on their behalf;
- d. decisions will be taken on the basis of a majority vote of those attending and eligible to vote;
- e. the minimum number of voting members required for meetings is 5.

Membership of the Project Board

- Prof. Mary Stuart, Project Director, Kingston University (KU)
- Dr Barry Mitchell, Dean, Health and Life Sciences, De Montfort University (DMU)
- Student Representatives [one from each of KU and DMU]
- Dr Tim Linsey, Project Manager, Head of e-Learning, Kingston University
- Dr Richard Hall, Project Lead, DMU e-Learning Co-ordinator
- Andrew K Comrie, Director Kerson Associates Ltd, External Critical Friend, JISC
- Dr Ken Field, KU Project Team
- Dr Peter Taylor, DMU Project Team
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During the first steering group meeting the board agreed that further externals would be invited to join particular meetings. This will be reviewed during the July 2009 meeting.

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Responsibilities of the Project Director

The Project Director will act as the Executive of the Board with ultimate responsibility for decisions that are taken. S/he will draw on the experience of the other Board members and other stakeholders as appropriate. The Board will give *ad hoc* advice to the Project Manager, and will formally meet to make decisions and approve plans at project start-up, twice during each session of the project's implementation, and once after project closure to evaluate lessons-learned and dissemination.

Project Team

The Project Team will take direction from the Project Board in order to manage the sustainable implementation of the project. It will produce and disseminate planned work-packages, and contribute to the development of project protocols that will enhance delivery.

Project Team Terms of Reference

- 1 To report to the MoRSE Project Board as appropriate.
- 2 To implement the MoRSE Project Plan. This will include: developing, monitoring and implementing work-package plans; and producing highlight and checkpoint reports, alongside exception reports as required.
- 3 To act as a hub for communication between and within faculties and support services for the dissemination of MoRSE outputs.

The Team will formally meet termly at minimum, and will normally be chaired by the Project Manager or, in his absence, by the Project Lead from DMU. Meetings to date have been held face-to-face and by video conferencing.

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Date: 30/1/09

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13. Programme Support

Legal issues particularly with regard data protection and IPR issues concerning the use of web based applications and tools not controlled by the consortium institutions.

14. Budget

See Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B

16. Measures of Success

The following measures of success focussing on learning have been identified:

1. Accurate and complete representation of prior practice
2. A significant number of students will have increased self-efficacy and self-confidence in managing their remote learning
3. 75% of remote learners will report enhanced: learning; collaboration; enjoyment; and engagement
4. Tutors will report more flexible, appropriate facilitation of remote student learning

In addition the following measures focus on sustainability and engagement across the institutions:

5. A significant number of project tutors will agree to act as mentors within the institution
6. Other institutional "units" will adopt action plans to implement project outcomes
7. Institutional senior management will engage with the project and outcomes

In terms of dissemination and overall project management the following success factors have been specified:

8. Project team will have 2 refereed journal submissions and 4 national/international conference presentations
9. Student engagement with the production and delivery of dissemination events and resources.
10. Business partner recognise the role and value of personal technologies in supporting students on placement.
11. There will be no project overrun or overspend, and all agreed outputs will be delivered

16. Evaluation Plan

Research question (See Section 3. – Overall Approach)	Sources	Data collection method	Time	Success Factors (see section 16)
1. What are the personal technologies that students and staff are currently using?	Staff and students	Questionnaire (Baseline evaluation)	At the beginning of the project and to be repeated at 6 month intervals.	1
2. How were field trips and placements designed and implemented prior to the project?	Staff	Interview (Baseline evaluation)	At the beginning of the project	1
3. To what extent were students using personal mobile technologies and web 2.0 tools to support their learning prior to the project?	Students	Questionnaire (Baseline evaluation)	At the beginning of the project	1
4. To what extent were lecturers using mobile technologies and web 2.0 tools to organize and run field trips/placements prior to the project?	Staff	Interview (Baseline evaluation)	At the beginning of the project	1
5. To what extent can a range of mobile technologies and web 2.0 tools support student learning outside the physical boundaries of the university?	Students	Assessment data	At the end of each semester	1,2,3,4,5,6
		Questionnaire	At the end of each fieldtrip	
		Focus group	At the end of each fieldtrip	
		Observations of field trips	During the fieldtrip	
		Reflections (written or podcast)	Throughout project	
	Student governors	Reflective journals	Throughout the project	
		Interviews	At the end of each year	
	Staff	Interview	Before project	
		Interview	After each fieldtrip	
		Reflective journal (multiple media formats)	Throughout project	

6. To what extent can the use and integration of personal technologies in learning activities address key limitations and constraints as identified in the baseline study?	Students	Questionnaire	Throughout the project	1, 2, 3
		Focus groups		
		Observations of field trips		
		Reflection journal (multiple media formats)		
	Staff	Interview		
		Reflection journal (multiple media formats)		
7. To what extent have personal technologies enabled new learning activities not previously feasible that enhance the student experience?				2,3
8. To what extent can a range of mobile technologies and web 2.0 tools support student-student and student-tutor interaction outside the physical boundaries of the university?	Students	Questionnaire	At the end of each fieldtrip	1, 2
		Focus group	At the end of each fieldtrip	
		Observations of field trips	During the fieldtrips	
		Reflections (written or podcasts)	Throughout the project	
	Staff	Interview	After each field trip	
		Reflective journal	Throughout project	
9. To what extent does this project impact on students' awareness of the potential technology has to support their learning?	Students	Questionnaire	At end of year and project	1, 2,8
10. To what extent does that impact (see previous impact) upon teaching practices?	Staff	Interview	At end of year	3
11. To what extent has the project been successful in engaging staff involved in fieldwork and placements with integrating personal technologies in learning activities?		As 8.above	As 8. above	3,4
12. To what extent has the project been successful in engaging students in using their personal technologies as part of fieldwork and placements learning activities?		As 8. above	As 8. above	1,2

12. What are the business partners' perceptions of their placement students' use of mobile technologies?	Business partners	Interview	Prior and post project	10
13. How do business partners define appropriate student use of technology during placements?	Business partners	Interview	Prior and post project	10
	Academic staff	Interview	Prior and post project	
	Students	Interview	Prior and post project	
13. To what extent are lecturers using personal mobile technologies and web 2.0 tools to organize and run field trips/placements at the end of the project?	Staff	Interview	At the end of project	3
14. To what extent has the project been successful in engaging staff beyond the project who are involved in fieldwork and placements?				4,5,7
15. To what extent has the project been successful in engaging institutional senior management with the potential wider impacts of the project outcomes?				6,7

17. Quality Plan

Output	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Project website	Key acceptance criteria, confirmed by the project board, are: Presence of core project documents, presence of key project outputs; Structure and ease of use; JISC accessibility standards; Accessible via mobile devices.	PRINCE2 Change Control and Product Description approaches	Internal and external stakeholders - usability and appropriateness.	Tim Linsey	
Formal Reports (interim and final, Base line study)	Accuracy and effectiveness in reflecting project progress and completeness; Accurately reflect status of work packages; representation of the student voice.	PRINCE2 Change Control and Product Description approaches; review by team	Accepted by JISC and Project Board.	Tim Linsey	
Wiki-based technology review	Accuracy, representativeness, usability	Review by project team; students	Accepted by Project Board.		
Briefing Papers	Accuracy, representativeness, usability; student co-ownership	Review by project team; students	Accepted by Project Board; student representatives via Project Board.		

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
2008-2011	Project Website, blog and bookmarks with RSS feeds with other integrated information channels as appropriate, e.g. microblog. All	Internal staff running fieldtrips / placements; other internal academic staff; external HE, FE and adult	Inform, update and publish project outputs	

	project staff encouraged to contribute to the project blog.	learning staff		
30/09/09-31/01/11	Internal staff development events / conferences including student and staff seminars; Senior staff briefings	Staff responsible for running fieldtrips and placements; Placement and Fieldtrip teams to present at both KU and DMU.	To support "institutions in their strategies for improving their students learning experiences" (HEA); Support the institutions in providing "positive, personalised user learning experiences and aid student progression". (JISC)	Embedding project outcomes beyond the project teams; support key national strategic objectives with regard improving the student learning experience and personalised learning
01/01/09-30/10/10	External conference presentations	HEI e-learning managers, academic practitioners	Inform practice in the wider community	
30/06/10-31/07/10	Briefing papers	Internal staff running fieldtrips / placements; other internal academic staff; external HE, FE and adult learning staff; HEI e-learning managers; students; Relevant subject centres.	Inform practice; resources that can be used in staff development events; senior staff briefings; Recognise and represent the student voice.	

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
All	Embed outputs across the project HEIs; Work with placement units on sustainability; Work with fieldtrip teams on sustainability. The exit and sustainability planning will be a standing item for the Project Board.	Transfer to JISC; Deposit in Jorum
Briefing papers	Available on project website; distributed at internal staff development events; circulate to senior staff and other interested parties; distributed / promoted at least 2 national conferences	Archive on website
Project reports	Available on project website; circulated to senior staff; JISC website	Make available on JISC website; archive on project website.
Conference presentations	Present at conferences; publish on	Archive on project website.

	project website and blog.	
Student and staff seminars	Delivered as part of scheduled internal events, e.g. L&T conferences; presentation to senior staff; Presentations for fieldtrip/ placement staff; Open seminars	Delivery on conclusion of project. Seminar resources archived on the project website and blog.

The project website will be maintained for a minimum of 3 years and will hold all project outputs

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Briefing papers	Authentic, incorporate student voice; co-ownership with students.	Embed within staff development events; encourage academic community to use and integrate within	Applicability beyond the project disciplines, and to other areas of the curriculum.
Project Website and Blog	Currency – continual update; Engagement of the project teams; integration of multiple communication channels	Maintain the project website for at least 1 year beyond the project. Encourage the project team to continue to contribute to the Blog in the year following project completion	Mainatianing project domain – negotiate with JANET

Appendixes

Appendix A. Project Budget



MoRSE Project Plan Budget

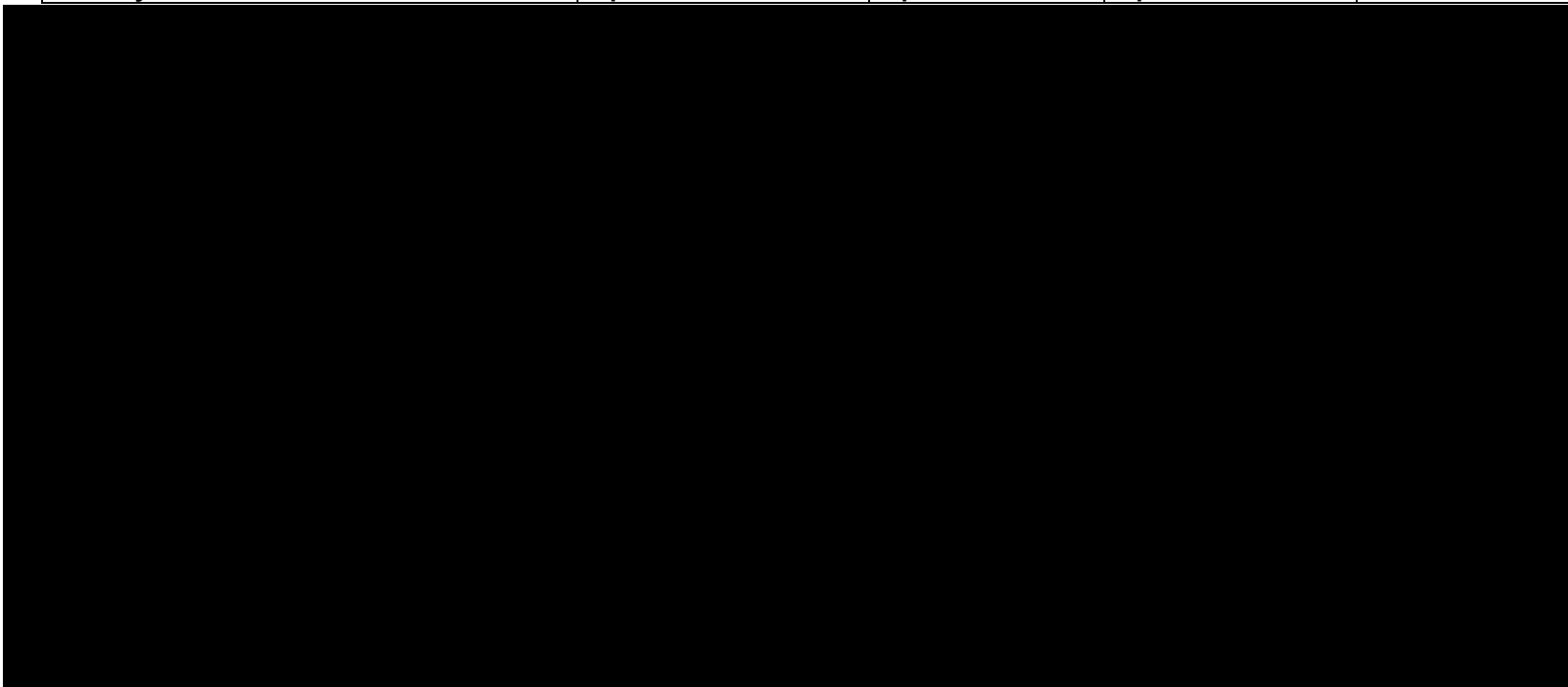
Before completing this template please note:

- *Fill in the information for the header, e.g. project acronym, version, and date.*
- *Text in italics is explanatory and should be deleted in completed documents.*

Directly Incurred Staff	Apr08– Mar09	Apr09– Mar10	Apr10 – Mar11	TOTAL £
Total Directly Incurred Staff (A)	£0	£0	£0	£0
Non-Staff				
Non-Staff	Apr08– Mar09	Apr09– Mar10	Apr10 – Mar11	TOTAL £
Travel and expenses	£500	£7400	£5900	£13800
Portable Low Cost computing devices (Inst. Contrib)	£0	£1500	£0	£1500
Mobile Broadband hardware and licences. devices (Inst. Contrib)	£0	£2500	£2000	£4500
Other Hardware: GPS units, Video hardware devices (Inst. Contrib)	£0	£2000	£0	£2000
Dissemination	£300	£3200	£4210	£7710
Student mobile data and text expenses	£0	£2200	£1200	£3400
Other	£	£	£	£
Total Directly Incurred Non-Staff (B)	£800	£18800	£13310	£32910

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Directly Incurred Total (C) (A+B=C)	£800	£13310	£13310	£32910
Directly Allocated	Apr08– Mar09	Apr09– Mar10	Apr10 – Mar11	TOTAL £



Estates	£3343	£6685	£3343	£13371
Other	£	£	£	£
Directly Allocated Total (D)	£34436	£70692	£36259	£141387
Indirect Costs (E) (part Inst. Contrib.)	£19820	£39639	£19820	£79279

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Total Project Cost (C+D+E)	£55056	£129131	£69389	£253576
Amount Requested from JISC	£49308	£98148	£50333	£197789
Institutional Contributions	£13908	£27683	£14196	£55787
Percentage Contributions over the life of the project	JISC 78 %	Partners 22 %		Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs 1.14	Which Staff All except DMU IT Support		

* It is currently estimated that these two staff costs will be reduced. The funding released with the associated overhead will be transferred to directly incurred non-staff costs (travel and expenses and dissemination).

Appendix B. Workpackages



JISC WORK PACKAGE

<i>WORKPACKAGES</i>	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
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep/ Oct
1: Project Start up and planning		X	X	X	X	X																			
2: Project Management																									
3: Technologies preparation					X	X	X	X	X																
4: Learning Activity Preparation - Fieldtrips						X	X	X	X	X	X	X													
5: Learning Activity Preparation - Placements						X	X	X	X	X	X	X													
6: Baseline Evaluation					X	X	X	X	X	X	X	X	X												
7: Fieldtrip implementation													X	X	X	X	X	X	X	X	X	X			
8: Placement implementation													X	X	X	X	X	X	X	X	X				
9: Operational Evaluation												X	X	X	X	X	X	X	X	X	X	X			
10: Dissemination						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Project start date: 20th October 2008

Project completion date: 19th October 2010

Duration: 24 months

	START	COMPLETE	DELIVERABLE	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Project Start up <i>Objective: to ensure comprehensive planning, monitoring and assurance for MoRSE</i>	20/10/08	02/02/09	Project plan	Project plan	Tim Linsey
1. Assembly of project board, project team and run launch meeting	20/10/08	04/11/08	Launch meeting and blog posting		Tim Linsey
2. Complete terms of reference for Project Board and Project teams	03/11/08	07/11/08	Completed ToR		Richard Hall
3. Complete JISC website template	23/11/08	28/11/08	Completed Template		Tim Linsey
4. Establish Project website	01/12/08	05/12/08	http://blogs.kingston.ac.uk/morse/ and www.morse.ac.uk registered		Tim Linsey
5. Establish project workspaces	19/01/09	23/01/09	Workspaces on http://studyspace.kingston.ac.uk/		Tim Linsey
6. Systematic review of literature pertaining to integrating web 2.0 tools with personal mobile technologies to deliver a personalised learning experience.	02/01/09	27/02/09	Wiki-based review	Review	Richard Hall
7. Develop detailed project plan	02/01/09	02/02/09	Project plan	Project plan	Tim Linsey

WORKPACKAGE 2: Project Management <u>Objective:</u> <i>to ensure implementation of robust project management for MoRSE</i>	20/10/08	30/09/10	Project reports	Project reports	Tim Linsey
8. <i>On-going, team-based review of project management tools</i>	20/10/08	30/09/10	Project reports	Project reports	Tim Linsey
9. <i>Quality Management. To define project approach to quality assurance and enhancement</i>	02/02/09	27/02/09	Project Quality Plan	Project Quality Plan	Richard Hall
10. <i>Define project quality plan, for management of: quality criteria; stakeholder expectations; change control; and responsibilities</i>	02/02/09	27/02/09	Project Quality Plan	Project Quality Plan	Richard Hall
WORKPACKAGE 3: Technologies Preparation <u>Objective:</u> <i>to evaluate and trial current technologies used remotely by students</i>	02/01/09	29/05/09	Wiki-based technology review	Wiki-based technology review	Tim Linsey
11. <i>Review personal technologies currently being used at KU/DMU</i>	02/01/09	27/02/09	Wiki-based review	Review	Tim Linsey /Richard Hall
12. <i>Review technology requirements at KU/DMU</i>	02/01/09	27/02/09	Wiki-based review	Review	Tim Linsey /Richard Hall
13. <i>Implement / acquire pilot technologies at KU/DMU</i>	02/01/09	29/05/09	Wiki-based review	Review	Tim Linsey /Richard Hall
14. <i>Re-evaluate technology needs and requirements at KU/DMU</i>	02/01/09	29/05/09	Wiki-based technology review	Wiki-based	Tim Linsey /Richard Hall

				technology review	
WORKPACKAGE 4: Learning Activity Preparation (Fieldtrips) <u>Objective:</u> to develop learning activities for fieldwork students at KU	02/02/09	28/08/09	Outcomes recorded on wiki		Tim Linsey
15. Scoping of structured learning tasks	2/2/09	1/5/09	Learning activities recorded on wiki		Ken Field
16. Identify tasks for students familiarisation with the technologies.	2/2/09	30/5/09	Learning activities recorded on wiki		Stuart Downward
17. Trial learning tasks and mobile innovations	2/2/09	28/8/09	Outcomes recorded on wiki		James O'Brien
18. Identify Fieldtrips	2/2/09	20/2/09	Outcomes recorded on wiki		Ken Field
19. Run pilot fieldtrips	6/09	6/09	Outcomes recorded on wiki		Ken Field / Stuart Downward
WORKPACKAGE 5: Learning Activity Preparation (Placements) <u>Objective:</u> to develop learning activities for placement students at DMU	02/02/09	28/08/09	Outcomes recorded on wiki		Richard Hall
20. Scoping of structured learning tasks	02/02/09	01/05/09	Learning activities recorded on wiki		Peter Taylor
21. Identify tasks for students, and placement and industrial supervisors for familiarisation with the technologies.	02/02/09	01/05/09	Learning activities recorded on wiki		Malcolm Andrew
22. Trial learning tasks and mobile innovations	01/06/09	28/08/09	Outcomes recorded on wiki		Peter Taylor

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23. Review of tasks with students, and placement and industrial supervisors	01/08/09	28/08/09	Learning activities recorded on wiki		Peter Taylor
WORKPACKAGE 6: Baseline Evaluation <u>Objective:</u> to define a baseline for stakeholder evaluation against which impact can be measured	02/01/09	30/09/09	Baseline evaluation report	Baseline evaluation report	Tim Linsey
24. develop and trial evaluation methodology	02/01/09	26/05/09	Evaluation Plan	Evaluation Plan	Ann Ooms
25. Initiate baseline evaluation	03/11/09	26/05/09	Baseline evaluation report		Ann Ooms
26. Evaluation of pilot studies [WP4/5]	01/06/09	28/08/09	Baseline evaluation report		Ann Ooms
27. Baseline evaluation report	31/08/09	30/09/09	Baseline evaluation report	Baseline evaluation report	Ann Ooms
YEAR 2					
WORKPACKAGE 7: Fieldtrip implementation <u>Objective:</u> to embed learning activities with KU students on fieldwork					Tim Linsey
28. Run UK residential fieldtrip	10/09	10/09	Learning activities and outcomes recorded on Wiki		Stuart Downward

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29. Run UK 1 day fieldtrip	See 18.	See 18.	Learning activities and outcomes recorded on Wiki		James O'Brien
30. Run Overseas residential fieldtrip	6/10	6/10	Learning activities and outcomes recorded on Wiki		Ken Field
WORKPACKAGE 8: Placement Implementation Objective: to embed learning activities with DMU students on placement	31/08/09	28/05/10	Learning activities recorded on wiki		Richard Hall
31. Deliver tasks for students, and placement and industrial supervisors	31/08/09	28/05/10	Learning activities recorded on wiki		Peter Taylor
32. Ongoing review of tasks with students, and placement and industrial supervisors	31/08/09	28/05/10	Learning activities recorded on wiki		Peter Taylor
WORKPACKAGE 9: Operational Evaluation Objective: to evaluate the impact of curriculum interventions	31/08/09	30/06/10	Operational evaluation report	Operational evaluation report	Tim Linsey
33. Online survey for all participants	31/08/09	28/05/10	Operational evaluation report		Ann Ooms
34. Implement student tracking diaries	31/08/09	28/05/10	Operational evaluation report		Ann Ooms
35. Staff and supervisor interviews	31/08/09	28/05/10	Operational evaluation report		Ann Ooms
36. Compare with baseline and complete analysis for impact	31/05/10	30/06/10	Operational evaluation report	Operational evaluation report	Ann Ooms

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WORKPACKAGE 10: Dissemination Objective: to disseminate developmental outcomes and impact of MoRSE project to internal and external stakeholders	23/11/08	30/09/10	Final Report	Final Report	Tim Linsey
37. MoRSE Project Blog and Bookmarks	23/11/08	30/09/10	MoRSE web site and blog		Tim Linsey
38. MoRSE conference presentations	25/01/09	30/09/10	Presentations on MoRSE web site and blog		Tim Linsey/ Richard Hall
39. Briefing Papers	30/06/10	31/07/10	Briefing Papers	Briefing Papers	Ann Ooms
40. Baseline report	31/08/09	30/09/09	Baseline evaluation report	Baseline evaluation report	Ann Ooms
41. Student and staff seminars	01/10/10	18/12/10	Seminar presentations on MoRSE web site and blog		Tim Linsey/ Richard Hall
42. Final Report	01/07/10	30/09/10	Final report	Final report	Ann Ooms

Members of Project Team: Tim Linsey; Ann Ooms; Ken Field; Stuart Downward; James O'Brien;; Anne-Marie Law; Richard Hall; Malcolm Andrew; Peter Taylor.