



Project Document Cover Sheet

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Project Information			
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Project Title	Open University Learning Design Initiate – JISC Project		
Start Date	Sept 2008	End Date	01/05/12
Lead Institution	The Open University		
Project Director	Gráinne Conole		
Project Manager & contact details	Simon Cross, Learning and Teaching Development Team, Institute of Educational Technology, The Open University		
Partner Institutions	Brunel University, University of Cambridge, London South Bank University, University of Reading		
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Interim Reporting Template

Project Name: *OULID-JISC: The Open University*

Report compiled by: *Simon Cross and Gráinne Conole*

With contributions from: *Rebecca Galley, Andrew Brasher, Paul MUNDIN, Nick Freear, Richard Lovelock, Phil Alberts, Amyas Phillips, Ruth Brown, Maria Papaefthimiou*

Reporting period: *May 2010 – end of October 2010*

Section One: Summary

- The six pilots underway are progressing well with events, activities and evaluation being supported by the project team. Scoping for a further two is progressing well.
- Version 1.0 of CompendiumLD was launched in May 2010. It has since been downloaded over 350 times.
- Significant new functionality has been added to the Cloudworks site and it has been redesigned in the last six months. An API has been developed and was used by the JISC CETIS group. An open source version of the site, CloudEngine has now been released. A further 1000 people have registered for Cloudworks in the last six months. The site has been used by numerous conferences and community groups, including the OU's annual learning and teaching conference and the JISC innovation forum. We are seeing a variety of communities emerging and different uses of the site.
- Continued iterative development of activities for use in workshops or course planning meetings and articulation of different types of interventions – such as LD-lite events, Design Challenges and master-level LD modules. These are being added to the Learning Design Toolbox: <http://cloudworks.ac.uk/cloudscape/view/1882/>
- Continuing to work with the Course Business Models project at the OU to develop a holistic set of representations. Five conceptual views (course map view, course dimensions views, pedagogy profile, learning outcomes map view and task swinlane view) have been developed, along with two data-driven views (course performance and cost effectiveness). Feedback from the workshops run by the team is contributing to the development of the Models.
- Ongoing development of a set of support and guidance resources on Cloudworks: http://cloudworks.ac.uk/about/faq_site
- Richard Lovelock, an experienced programmer, has joined the Cloudworks team on a part-time basis. The lead developer, Juliette Culver, has gone on maternity leave, so Nick Freear (who did the API work previously) takes over as technical lead.

Section Two: Activities and Progress

- **OU: Library Pilot:** The first phase of this pilot has been successful in securing the support, enthusiasm and engagement of the Learning and Teaching librarians. A report on the first phase has been written and will be available online shortly. This initial phase of the case study has indicated that there is a strong body of interest from the Learning and Teaching librarians for the OULDI work. Most can see a clear alignment between their work and the tools, representations and methodologies that OULDI offers, and believe that the approach will improve their ability to support course teams. In addition we are already starting to see a number of champions emerging, and these individuals are beginning to discuss the OULDI tools and approaches with their faculties. Phase two of this case study will focus on the development and implementation of a process and approach that supports course teams in identifying and embedding information literacy resources in their modules, and triggers the involvement of Library Services at key points in the module design process.
- **OU: Faculty of Education and Languages Pilot:** Excellent progress has been made scoping and preparing this pilot. We have agreement from a module team and an agreed timetable for the next 4-6 months. In addition, the module is to be designed in conjunction with a second module based in a different faculty and those involved are very keen to engage and participate in the activities that will be planned. This offers us an excellent opportunity to look at curriculum design both within and across modules.
- **OU: Learning and Teaching Solutions Unit Pilot:** initial scoping has begun with this unit and we are now developing a plan of engagement.
- **OU: Fourth Pilot:** We have approached a second academic faculty and had two modules recommended to us. However, the module teams themselves have been reluctant to engage. We are capturing the reasons being given as these will be valuable in our evaluation and instead looking to initiate a fifth OU pilot.
- **OU: Fifth Pilot:** This will focus on evaluating how the Learning Design Methodology is interpreted and deployed by other staff working under the Course Business Models project. This is an essential step in evaluating the reuse of our resources.
- An external partner meeting was held on 29 April 2010. The focus of this was on evaluation and evaluation institutional impact.
- **External Pilot: Brunel University:** An interim report prepared by partner's project team has been submitted and can be read in Appendix 1.
- **External Pilot: University of Cambridge:** An interim report prepared by partner's project team has been submitted and can be read in Appendix 2. Given this dispersed grassroots model of innovation, between the original aims to develop an understanding of how OULDI tools might support the formal, and especially informal, parts of the design process at Cambridge, and to monitor and evaluate the academic use of OULDI tools to share and reflect upon learning and teaching, the Cambridge Pilot team have inserted a third aim; to initiate, support and engage with a "learning and teaching innovation" network of University teaching staff, including curriculum enhancement events and exchange of ideas and experiences in design and delivery. They have begun designing and recruiting for a '23things' style self-directed course, exploring and reflecting by means of blog 23 'things' introduced over 12 weeks (e.g. <http://23thingscambridge.blogspot.com/> [see 'about' section]). The OULDI tools, it is hoped, will both support (Cloudworks) and feature in this (e.g. the learning design toolbox).

- External Pilot: London South Bank University: An interim report is being prepared by the partner's project team and will be available shortly. Activity at LSBU has included an event held in May <http://cloudworks.ac.uk/cloudscape/view/2095> A great deal of time was spent by the partner organising the event <http://cloudworks.ac.uk/cloud/view/2680> including meeting with teams prior to the event to ensure that they completed all the tasks required for them to get the most out of the day (a recommendation arising from the evaluation report from Brunel's Blended Learning event). Resources were produced to an excellent standard that was clearly appreciated by the teams. Early email and Cloudworks feedback to me has been positive (<http://cloudworks.ac.uk/cloud/view/3666>). Teams arrived very well prepared, with clear objectives and a positive attitude. The structure of the workshop was clearly aligned with institutional drives and pedagogic philosophies of the LSBU Learning and Teaching Enhancement Unit (LTEU) team.
- External Pilot: Reading University: An interim report prepared by partner's project team has been submitted and can be read in Appendix 3. A second 'Design Challenge' type event was held at the University of Reading in July. The workshop focused on blended learning (a combination of conventional face-to-face teaching with technology-enhanced learning or e-learning) and utilised a learning design methodology. The workshop aimed to identify the challenges in designing blended learning. Participants were introduced to a range of tools and resources to help them make informed decisions about creating new or adapting existing blended learning modules and activities. Most of the participants in this event were also students on the PGCAP programme at the University. Broadly speaking the activities covered four stages of the design lifecycle: vision, gather, assemble and evaluate. See the webpage at: <http://cloudworks.ac.uk/cloudscape/view/1971> . As a consequence of this one member of staff has begun keeping a video diary of their curriculum design experiences: <http://cloudworks.ac.uk/cloud/view/3813>
- CompendiumLD development: Development has been ongoing, with a major version 1 release made in May 2010. Work has included bug fixes, and implementation of a more attractive 'look' to the diagrams and print-outs. The development history of released version of the application can be found at: <http://compendiumld.open.ac.uk/documentation/history/> The aim is to focus on documentation, the installer, and revisions to aspects of the task timing in the next few months. We are also looking at how to best offer SVG capability in the export of maps.
- CompendiumLD use: We have been working to capture examples of use of the software. There have been several very promising examples (see Section 3) where practitioners have sought to use it effectively in their design. In addition, we note that CompendiumLD has been used in the OU's H800 course and around 80 learning design diagrams were created as part of this teaching. A general review of these has been made and the observations made have informed future work setting and prioritisation.
- A considerable amount of new functionality has been added to the Cloudworks site, along with a redesign during the last six months. New features include, the ability to tab within Cloudscapes, redesign to the activity streams, and the ability to vote for and favourite things, which links to users' reputation statuses. Cloudworks development: handover to a new developer (who will be working on Cloudworks between November 2010 and November 2011) has been completed.
- We are moving forward very well with development of the open source version of Cloudworks, which is to be named 'CloudEngine'. Already source code has been moved across, documentation written (<http://bitbucket.org/cloudengine/cloudengine/>), configuration of server to support better work flow and work started on direct

messaging. Around the 12 October Juliette launched the free/ open-source CloudEngine (<http://cloudengineblog.wordpress.com/>). Also see <http://bitbucket.org/cloudengine/cloudengine/wiki/Home>. In summary:

- This is the software that powers Cloudworks.
 - It is released under the GNU General Public License version 2 (GPLv2) (chosen based on advice from OSS-Watch, and compatibility with 3rd-party code that we use.)
 - CloudEngine can be used to build both, learning-design/ research specific sites, and more generic social sites by Universities and other communities.
 - It is based on CodeIgniter, a PHP framework, and uses PHP and MySQL.
- A Cloudworks "away day" was held on 21 September, to take stock of where we are, and plan the roadmap and next steps. Highlights include:
 - We are working on direct and private messaging, which we hope will enhance the community on Cloudworks. There will be hints and basic functionality to make initial private discussions into public Clouds and Cloudscapes: <http://bitbucket.org/cloudengine/cloudengine/wiki/Messaging>
 - We will be working on more embedding services, some of them specifically research and learning design orientated. This is a combination of implementing our own enhancements in Cloudworks/ CloudEngine, and working with partners, to allow embedding from their sites/ applications in to ours.
 - We will be working on the installer to make it more usable. This is seen as a key enhancement for the open-source CloudEngine.
 - There are a number of other tasks, which will enhance Cloudworks, and CloudEngine. These may include internationalization, the API, accessibility and mobile-enhancements as time allows.
 - LAMS: the LAMS-oEmbed service technical development is being undertaken by the LAMS team. They have progressed with the development and we are now entering a period of liaison for code checking and problem fixing. <http://bitbucket.org/cloudengine/cloudengine/wiki/oEmbed>
 - Moodle: We have begun discussions about how a link could be built between Moodle and Cloudworks. Ideas include use of Cloudworks to provide a back channel for MoodleMoots. Gráinne Conole has been asked to be a keynote at the London MoodleMoot in April, so this will be a good place to trial this. Integration of Cloudworks with the new community site Mooch, which provides a space for practitioners to share and showcase courses. The idea is that Cloudworks could provide a dialogic wrap around to the courses. Use of the OULDI Learning Design OER that has been developed with the Moodle community, possibility presented as a Moodle-based course.
 - ALT-C workshop: In September the project partners came together to present a participatory workshop at the conference. Its aim was to review how the Open University Learning Design Initiative (OULDI) methodology has been introduced to five different UK HE institutions with a focus on the approaches and tools that were used, and the challenges identified in those settings. It indicated ways in which these challenges are being addressed through a series of co-created and contextualised interventions, and provide a brief review of initial findings. It was well attended. Galley, R., Conole, G., Papaefthimiou, M., Alberts, P., Brown, R., Parnis, N. and Phillips, A. (2010), Embedding learning design processes: responding to context, workshop proposal, ALT-C conference, 7-9th September 2010, Nottingham.

- Design and Delivery Programme meeting: members of the project team attended this meeting in October and contributed to the parallel sessions.
- In addition to the JISC project work outlined above, members of the project team have been involved in other non-JISC funded but related learning design activities including papers, workshops and conference presentations, both nationally and internationally, although (including Sydney, Toronto, Barcelona, Aarhus, Japan, Lisbon, Valencia).
- Rebecca Galley has developed a Community Indicators framework, which can be used both the guide the design of sites such as Cloudworks and evaluate their use. A paper on this work has been submitted to the Journal of Interactive Learning Environments.

Section Three: Risks, Issues and Opportunities

Risks

- Our pilots have been successful in generating and gathering much data, yet this means we have large amounts of data to analyse. This risk is unlikely to become a live issue as we are planning to allow more time for data analysis next year.
- As outlined in Section 2, lack of engagement by course teams remains an issue in certain cases both internally and externally. We are keen to learn from these and are therefore implementing as full a process of data capture as possible. We have contingency planning in place (for example OU Pilot 5). Indeed we feel that documenting and reflection on reasons for lack of engagement is an equally valid output to describing successful implementations.
- The OULDI-JISC project, along with the other Learning Design activity across the university, has been successful in raising the profile of Learning Design. This is very encouraging and an accomplishment of the team. However, more interest will result in greater expectations so we are ensuring we very carefully scope our internal pilots and manage expectations accordingly. Indeed the OULDI work is seen as an underpinning principle in the strategically driven Course Business Models project. The OULDI team have agreed to work with this project, to cascade expertise.

Opportunities

- A half-day meeting is being organised by the project team to be held in November between the OULDI, T-Spark and CaEL work to exchange ideas and experiences.
- It has been agreed that Clusters 2 and 3 meet to exchange ideas and experiences and that this will take place next Spring (adjoining the Programme Meeting).
- We have been working closely with the EU funded Design Practice Project and will benefit from a number of activities and outputs of this. For example, we will be able to use an online learning block about Learning Design in our toolbox and an evaluation of a Design Challenge Lite event (held with 40 staff and PGCE students) will provide useful interview data. We will also work with this project in developing Learning Design Evaluation criteria and seek to widen this group to include some interested OU staff.
- We have been working closely with another project, also lead by our project lead, being undertaken for the HE Academy. This includes a literature review of Web2.0 tools and practices in Higher Education, case study of the use of Cloudworks by the

international OER community of researchers and practitioners, an overview of Cloudworks and a case study of using Cloudworks for an Open Literature Review (some data used in the latter was gathered as part of this OULDI-JISC project).

- The blog postings by the project manager at www.latestendeavour.com are informing our visualisation of online collaboration and conceptualisation of the design problem space.
- CloudEngine publicity: We welcome any mentions, for example, in Blogs and newsletters. And we are keen to do workshops and presentations, perhaps as part of larger events.

Section Four: Outputs and Deliverables

Outputs in this reporting period:

a. A record and evaluation of our approaches to implementing institutional change through adopting a LD approach

- Ongoing <http://cloudworks.ac.uk/news/archive> and <http://cloudworks.ac.uk/index.php/cloud/view/3391>
- There are descriptions about the differing approaches to implementing institutional change in the attached reports about the OU Library Pilot, Report from Brunel (Appendix 1), and Report from Reading (Appendix 4).
- and see b. below

b. A clearer understanding of using learning design successfully in curriculum innovation, strategies and approaches to embedding LD as an approach across a range of contexts and models

- Partner meeting held 29 April. Focus of meeting was on evaluation and evaluating institutional impact.
- Slideshare: a very encouraging outcome from the last event held in Reading was the use of CompendiumLD by a course team. Their story about how they used it is now available at: <http://cloudworks.ac.uk/cloud/view/4612>
- Event: A one-day 'design challenge' style workshop at London South Bank University in July. Good attendance and feedback: <http://cloudworks.ac.uk/cloudscape/view/2095>
- Event: A one-day 'design challenge' style workshop at Reading University in July. Good attendance and feedback (see Section 2)
- Video diary of the curriculum design experiences of one member of staff at Reading: <http://cloudworks.ac.uk/cloud/view/3813>
- Project Officer reflections on London South Bank University May event
- Phase 1 report on our internal Library based pilot. This has been agreed and will be available shortly.
- Feedback from module team about why they felt unable to engage in the project – this will be used later in our reporting.
- Agreed scope and timetable for the FELS case study pilot (team use only).

c. A self-sustaining learning design community providing a forum for exchange of ideas and designs, along with guidelines for success factors identified to make such a community work

- Cloudworks phase 1 and 2 report will be finalised and published to blog and Design Studio by early December
- Cloudworks user survey will be finalised and published to blog and Design Studio by early December
- Cloudworks was used at the International Blended Learning conference held at the University of Hertfordshire
- Journal paper written and submitted: 'Community Indicators: A framework for building and evaluating community activity on Cloudworks' Rebecca Galley, Gráinne Conole and Panagiota Alevizou
- LAMS Conference paper: 'Cloudworks as a 'pedagogical wrapper' for LAMS sequences: supporting the sharing of ideas across professional boundaries and facilitating collaborative design, evaluation and critical reflection', Rebecca Galley, Gráinne Conole, James Dalziel and Ernie Ghiglione
- Project members contributed to: Alevizou, Panagiota; Conole, Grainne.; Culver, Juliette and Galley, Rebecca (2010) 'Ritual performances and collective intelligence: theoretical frameworks for analysing emerging activity patterns in Cloudworks'. Proceedings of the 7th international conference in Networked Learning. Aalborg, Denmark, 3-5 May 2010.
- Gráinne Conole presented a keynote at the ConnectEd Design conference in Sydney and has produced a detailed paper articulating the OU Learning Design methodology (<http://cloudworks.ac.uk/cloud/view/4001>).
- Gráinne Conole has secured a book contract with Springer to describe the work to date in detail.

d. A set of resources guidance on different aspects of learning design and outlines for associated design activities and tailored workshops

- User resources for our new open source version of Cloudworks called CloudEngine: <http://bitbucket.org/cloudengine/cloudengine/wiki/Home>
- Further activities have been added to the Learning Design Toolbox as an output of workshops organised over the summer. More information at: <http://cloudworks.ac.uk/cloudscape/view/1882/all/24#clouds-in-cloudscape>
- New Project Blog under-development and due for launch December. Will include several project reports and associated material.

e. A sustainable and evolving, user-generated site (Cloudworks) for collaborative learning designs with a critical mass of learning designs, as well as tools and resources for design.

- As an outcome of the OU Library Pilot, the project team have promoted a new community around digital literacy
- Ongoing work with the LAMS community is raising awareness of Cloudworks
- A number of conferences have chosen to use Cloudworks including JIF2010, OU Open Teaching and Learning Conference, and the International Blended Learning Conference. This is encouraging and has involved very limited, if any, direct involvement by the project team.
- An evaluation of the use of Cloudworks at four conferences is nearing completion and is due for publication early December.
- Currently exceeding targets for Cloudworks use. There are currently 3358 registered users of Cloudworks (up from the 2376 reported in last report). Around 1100 clouds were added in the last six months - this is slightly higher than in the preceding six months (when around 900 were added). Around the same proportion (approximately 30%) were created by the project team. Although slightly fewer cloudscape were created and comments posted in the last six months compared to the previous six

months, a greater proportion of these (81% and 85% respectively) were made by actual users (and not the project team).

	End of April 2010	End of October 2010
Cloudscapes	281	385
Clouds	2287	3385
Comments	3318	4372
Links	3187	3964

- Section 5 outlines additional current trends in use of the Cloudworks website

f. Evidence of use of a software application designed to support learning design and visualisation

- See Section 5 for details

Technical development

Section 2 gives an overview of technical development and links to project blogs where more detailed information can be found.

Design studio

We have spoken to Helen Beetham about the project's contribution to the Design Studio. Where appropriate we will upload newly published reports and evaluations on this site alongside our own project blog and we have also spoken about the role of Cloudworks in supporting the Design Studio space.

Section Five: Evaluation

There are several documents attached (as Appendices) to this report. These contain evaluation methodology and, where available, early evaluation data. In addition, see the OU Library Pilot Phase One Report (to be published shortly on our new blog).

The following statistics relate to use and downloads of our software:

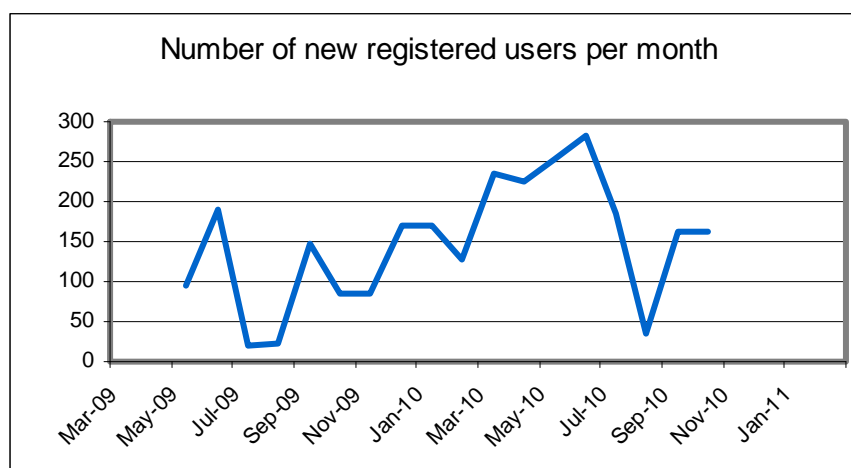
- **CompendiumLD Download Statistics:** The data shows that in the last 6 months there have been 378 downloads of CompendiumLD by people providing distinct e-mail addresses. This represents a 14% increase from the previous 6 months and brings the total number of downloads to over 1300. Note that the e-mail address may not be a reliable indicator of the number of people from particular institutions because individuals may supply an e-mail address from another service provider (e.g. gmail or yahoo) no matter where they work.

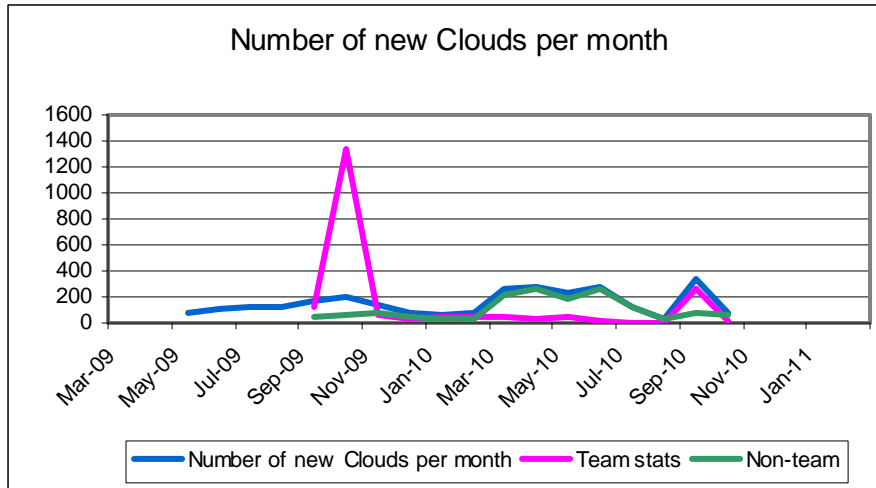
	Before early November 2009	In last 6 months (From 1 November 2009 to mid-April 2010)	In last 6 months (From 15 April to 26 October 2010)
Total number of people	620	332	378

downloading CompendiumLD (number of downloads by people with different email addresses)			
Number supplying @open.ac.uk address (i.e. OU staff)	86	22	19
Number supplying .open.ac.uk address excluding OU staff (i.e. students or ALs)	9	9	7

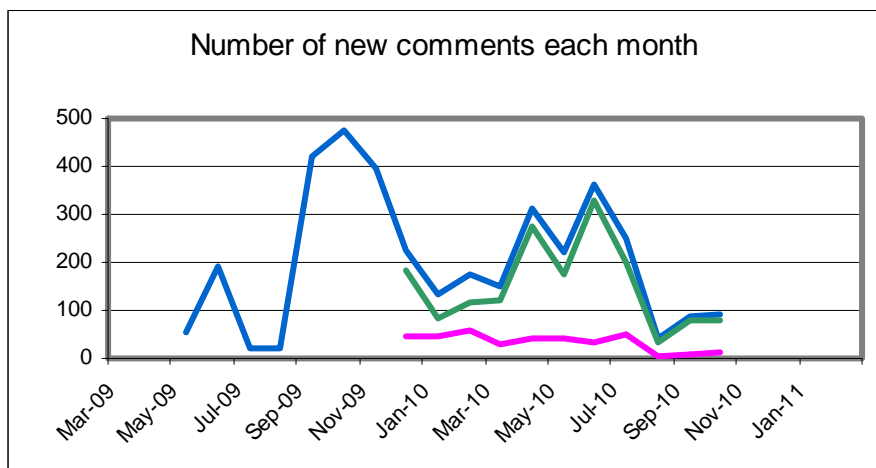
CompendiumLD v1.0 was launched on 21 May 2010 and has since been downloaded by 350 different people (distinct email addresses). However, there have been 364 downloads (291 Windows version, 57 MacOS version, 16 Linux version) indicating that some people are downloading for multiple platforms.

- Cloudworks Use Statistics:** Registrations dipped in August, however, they have returned to the year average of around 150 per month. The number of new clouds set-up by non-team members over the early summer was high with between 200-300 a month being created between March and July. Some of these were created by the Openlearn team and in support of several conferences. The use of Cloudworks to support the OU Learning and Teaching conference was particularly successful, with international participation and high profile keynotes from George Siemens and Jimmy Wales. To date there have been over 3000 unique views of this Cloudscape. The number appears to have fallen slightly, possibly due to the end of the summer conference period and summer holidays.

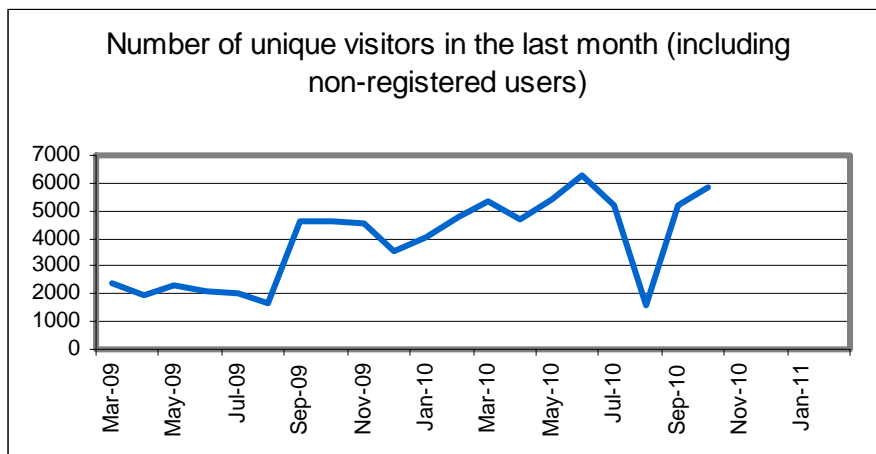




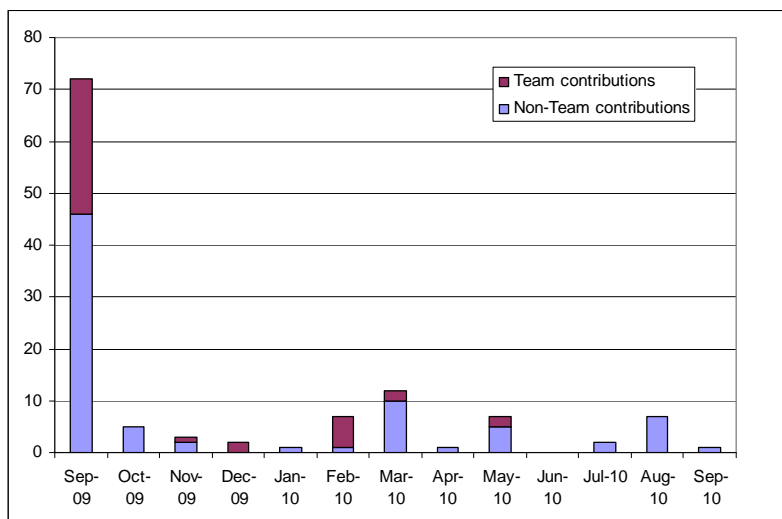
Over 1000 comments were added to Cloudworks over early summer with only minimal contribution now being required from the project team. It will be interesting to see if last years trend is repeated this year - where comments began to increase again in November.



The number of unique visitors per month remains constant at around 6,000. The only exception is August where use dipped over the summer holiday period.



- **Mobile Technologies Special Interest Group (evaluation of this was mentioned in last report):** Set-up a cloudscape in September 2009 (<http://cloudworks.ac.uk/index.php/cloudscape/view/1889>). This community set up a Cloudscape on 21st September 2009 -the Cloudscape now contains 14 Clouds (up from 6 in April) and is being followed by 15 people (up from 9 in April). Most Clouds in the Cloudscape have received hundreds of views indicating continuing interest in the content. However, the slight upturn noted in the last report (March) due to contributions from someone associated with the lead group has not resulted in a sustained increase. However, the Cloudscape has resulted in two discussions over the last six months (in May and August). The following graph has been prepared from data available on the Cloudworks website:



Planned Evaluation not undertaken

- The questionnaire surveys of those involved in pilots before each trial has not been made yet as the groups to be involved in the pilots have not yet been agreed (please refer to the earlier discussion about our internal pilots). For the same reason, we have not had that much opportunity to begin collecting documents for comparison of the baseline activity with activity resulting from the new processes and tool use.

Section Six: Outcomes and Lessons Learned

The end of phase 1&2 Cloudworks reporting is now complete and is now available online. Key messages identified in the summary report are detailed below:

1. Significant improvements have been made with regards to accessibility and usability of the site, and the promotion of usability and accessibility for user generated content.
2. Strategies have been developed to enable us to more systematically position transactions and emerging patterns of activity on the site so that we can more reliably evaluate these in relation to developing a) community, b) professional knowledge and c) sustained participation. These strategies will be applied and empirically validated over the next 6 months.
3. Cloudworks has been used successfully to support a number of events and conferences but more could be done to support networking practices at these events if uptake is to continue to increase.

4. Cloudworks can be seen to work effectively alongside other open tools such as Twitter and blogs and functionality needs to be added to ensure more seamless working with closed tools such as Googledocs, institutional websites, forums, VLEs etc.
5. A proforma has been developed to support the sharing of Learning Designs, and a greater range of embeds are supported but uptake is still low. More needs to be done to encourage educators to share all types of learning designs, including text-based lesson plans. Functionality will be developed to support this.

Curriculum views have been established as a core set and trialled extensively over the last 6-months across a variety of settings. Some themes are emerging in the feedback we get from course teams:

1. The Course Map and Pedagogy Profile remain the views that teams find the most useful at workshops
2. Teams find that using the representations in teams promotes the use of a more 'design-focused' language, and enables them to view the course in ways they had not before.
3. Course teams say that they value the opportunity to work in multi-disciplinary design teams.
4. The representations seem to fit easily with other curriculum design tools (such as those developed by the ViewPoints project and Carpe Diem) and appear to be equally effective across a range of different educational sectors and institutions.
5. Within the context of curriculum design workshops, views about the Learning Outcomes and task Swimlane Views remain more polarised with some teams finding them very useful and others not useful. This may in part reflect the fact that these tools were first developed for unit-level learning design rather than at the curriculum level and so are seen as less appropriate.
6. The Course Dimensions view is the least established of the set and does not yet effectively capture key design dimensions although the value of a tool such as this have been acknowledged. More development work is being done on this representation.

Section Seven: Communication and Dissemination Activities

- We continue to work closely with the Course Business Models project. This project is also working in the faculties and units we are running pilots in and so, through both the project lead, project manager and project officer, we are communicating with relevant members of the CBM team. Aligning with the CBM work was an original aim of our project.
- LAMS Conference paper: 'Cloudworks as a 'pedagogical wrapper' for LAMS sequences: supporting the sharing of ideas across professional boundaries and facilitating collaborative design, evaluation and critical reflection', Rebecca Galley, Gráinne Conole, James Dalziel and Ernie Ghiglione
- Project members contributed to: Alevizou, Panagiota; Conole, Grainne.; Culver, Juliette and Galley, Rebecca (2010) 'Ritual performances and collective intelligence: theoretical frameworks for analysing emerging activity patterns in Cloudworks'. Proceedings of the 7th international conference in Networked Learning. Aalborg, Denmark, 3-5 May 2010.
- A number of conferences have chosen to use Cloudworks including JIF2010, OU Open Teaching and Learning Conference, and the International Blended Learning

Conference. This is encouraging and has involved very limited, if any, direct involvement by the project team. This has raised the profile of the Cloudworks tool

- The OULDI-JISC Project leader led an HEA review which included the following:
Appendix 1: Overview of Cloudworks
Appendix 2: A literature review of the use of web 2.0 tools in Higher Education
Appendix 3: Case study: Case study: Using Cloudworks for an Open Literature Review
Appendix 4: Case study: The use of Cloudworks by the international OER community of researchers and practitioners
- ELESIG workshop at ALT-C titled Seeding the cloud: using Cloudworks for resource management for the ELESIG community of practice:
<http://cloudworks.ac.uk/cloud/view/4398>

The project has also featured or been mentioned in a number of presentations, papers and keynotes delivered by the team. Including:

- Conole, G. (2010), Invited Keynote. Connecting research with policy and practice, invited keynote, EDEN research workshop. Budapest, 25th October 2010.
- Conole, G. (2010), New tools and resources for effective design and innovation, invited workshop, 2010 Aprened conference, University of Guadalajara, Mexico, 5th-8th October 2010.
- Conole, G. (2010), Invited keynote, Greek E-learning expo, Athens, 2-3rd October 2010.
- Galley, R., Conole, G., Papaefthimiou, M., Alberts, P., Brown, R., Parnis, N. and Phillips, A. (2010), Embedding learning design processes: responding to context, workshop proposal, ALT-C conference, 7-9th September 2010, Nottingham.
- Conole, G. (2010), Redefining openness, a vision for open practices, invited keynote, European Foundation for Quality in E-Learning, EFQUEL annual conference, Lisbon, 9 September 2010.
- Conole, G. (2010), Nuevos métodos para pensar en enseñanza, Learning Design workshop, Barcelona, 18th August 2009.
- Conole, G. (2010), Redefining designing for learning: dialogic and explicit learning design, part of a symposium 'Design perspectives for learning with social media: Reconciling informal and formal learning through Web 2.0?', A. Ravenscroft, S. Warburton and S. Hztzipanagos (Eds), Edmedia Conference, Toronto, 29th June – 2nd July, 2010.
- Conole, G. (2010), Invited keynote, ConnectEd Conference, Sydney, 28th June – 2nd July, 2010.
- Conole, G., Cross, S., Galley, R., Culver, J., Brasher, A., Mundin, P. and Clark, P. (2010), The Open University learning design initiative – new approaches to supporting the design of learning, full paper, EDEN conference, Valencia, 9-11th June, 2010.
- Conole, G. (2010), Invited talk, ESRC New Spaces seminar: 'Cyber Spaces and Virtual Learning', University of Southampton, 3rd June 2010.

- Conole, G. (2010), A review of web 2.0: potential and paradoxes, University of Aarhus, Denmark, 5th May 2010
- Conole, G. (2010), An overview of design representations, paper in a symposium - Conole, G. and Retalis, S. (2010), Symposium organisers - Current challenges in learning design and pedagogical patterns research, Networked Learning Conference, Aalborg, Denmark, 3rd – 4th May 2010.
- Conole, G. and Newbould, D. (2010), Learning in an open world, Global Learn Asia Pacific 2010 conference, Penang, 17th-20th May, 2010.

A new project blog is being developed and due for launch in December. Project team members continue also to post on their personal blogs.

We have established a number of CloudEngine "presences" on the Web and would welcome support from JISC for further publicity and opportunities to disseminate this opensource product at workshops and presentations, perhaps as part of larger events:

- There is the code repository, downloads, bug/issue tracker and wiki/ documentation site, hosted on Bitbucket (<http://bitbucket.org/cloudengine/cloudengine/>) This is under development, and is inevitably targeted more at developers.
- There is a project blog, currently hosted at Wordpress.com, where we talk about new features, releases and so on. It is a mix of general interest and technical subject matter (<http://cloudengineblog.wordpress.com/> - A project blog, where we are talking about new features, releases.
- There is a low-volume, news and announcements list (<http://groups.google.com/group/cloudengine-news>) Please sign up!
- And there is a group for discussion, primarily and initially by developers (<http://groups.google.com/group/cloudengine-developers>).
- We are looking at ways to develop a "project site" and a more coherent presence for CloudEngine, to enable us to target technical and non-technical audiences more effectively.

Section Eight: Collaboration and Support

We have had ongoing conversations with the programme manager over the telephone, email and when attending JISC organised events. This has enabled us to keep them up-to-date with the project and its progress. In the spring we presented an outline of our course representations at a Programme meeting and have contributed suggestions for future programme meeting. Similarly we have regular contact with our critical friend and attended a cluster meeting in the spring. The next meeting is organised for December. We feel we are embarking on an important phase for the programme and for the cluster as outputs are increasingly taking shape and, therefore, it is becoming clearer where the potential is to share across projects.

Three members of the project team attended the JISC Programme Meeting in October. At this meeting we shared and further developed links with other projects and also contributed outputs from other projects we've been working on such as the HEA Review, EU funded Design Practice Project and OUs Benchmarking Assessment project. The opportunities

section above outlines two formal links being developed (a meeting with Birmingham City and Gloucester Universities in November) and a joint cluster meeting next year. Informal exchanges have taken place with several other project teams.

Section Nine: Financial Statement

Total Grant	£400,000	Duration of project	September 2008 - May 2012
Reporting Period	01/04/10 - 31/10/10		

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Staff	£284,705	£46,084	£150,216	
Travel & Subsistence	£10,000	£1,713	£5,728	
Equipment	£4,000	£30	£1,216	
Dissemination activities	£13,000			
Evaluation activities	£4,000			
Conferences		£243	£1,465	
Hospitality/Consumables		£839	£1,323	
Consultancy	£3,795	£2,966	£3,171	
Recruitment	£2,500		£1,670	
Partner payments	£78,000	£51,209	£51,209	
Total	£400,000	£103,084	£215,998	

Checklist:

Before you return this report:

- OK Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: www.jisc.ac.uk/curriculumdesign
- OK If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- OK Identify and name any areas within this report that you'd like removed before the report is made public (*see below)

***Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.

Appendix 1

OULDI Progress Report: Brunel Case Study - Using a blended learning design approach to optimise the use of technology for the enhancement of learning and teaching

Report by Phil Alberts, Brunel University

Context for Case Study

Current strategic intentions in relation to learning and teaching at Brunel support the following:

- Implementation of blended learning within teaching provision, in order to combine the advantages of face-to-face teaching and e-learning.
- Educationally-sound design of programmes, addressing and meeting the range of institutional criteria for programme design.

Focal points of Case Study

The prime focal points are as follows:

- Blending face-to-face teaching and e-learning within the context of the needs and preferences of students, the characteristics and requirements of the programme, the teaching style of the lecturer, and available technologies.
- Encouraging lecturing staff to think profoundly about the best blend at the initial stages of the design process.
- Detailed consideration and incorporation of pedagogic principles into programme design.

Overview of activity

1. Mapping the Curriculum Design & Review processes

- The aim of the mapping exercise was to undertake an in-depth consideration of blended learning within the 'quality framework' at Brunel.
- The intention was to visually map the processes through which programmes and modules are designed, approved, developed and reviewed. The exercise was undertaken with a view to identifying 'touch points' for the provision of interventions to staff in relation to technology enhanced learning throughout the Brunel quality life cycle.
- For this purpose, an adaptation of Soft System Methodology (SSM) (Fig 1) was used - a process of enquiry leading to action to enhance the processes. A Rich Picture (visualisation technique used in SSM) was produced to illustrate the quality life cycle as understood by the researchers. Institutional source documents were also utilised. Semi-structured interviews with 14 representatives of stakeholders were conducted to identify the 'touch points' within Brunel's quality life cycle for the provision of consultation to staff in relation to blended learning. The Rich Picture was used during the interviews to verify the researchers' understanding of the processes and

procedures involved during the lifecycle (Fig. 2). A Road Map of Quality System (Fig 3) was later produced to outline proposed interventions.

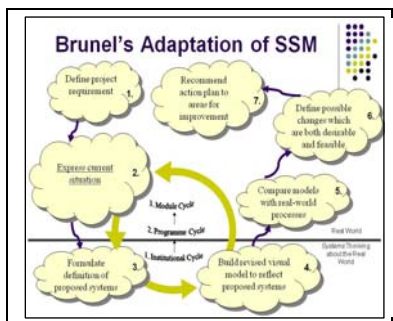


Fig 1: Brunel's Adaptation of SSM

Mapping the Current System

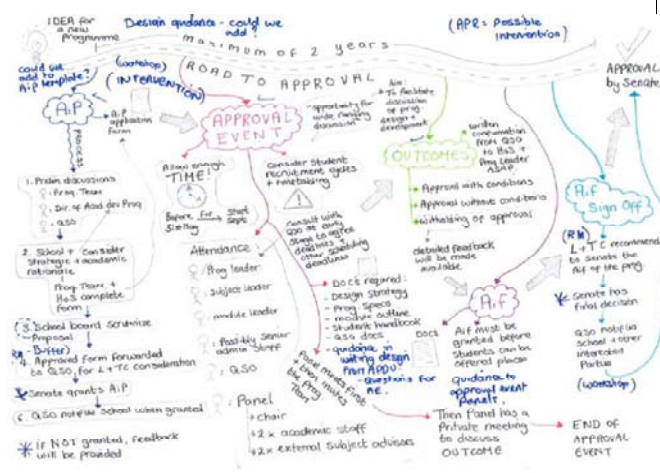


Fig 2: Rich Picture of Brunel's Quality Life Cycle



Fig 3: Road Map to Approval

- Suggestions for enhancement of the curriculum process at Brunel were identified from the interviews with the stakeholders, including the following:

- a. Establish the principle of design teamwork within School context (possibly also a mentor for support if it is a new inexperienced team)
 - b. Involve the e-Learning Team in the provision of guidance and advice to programme teams within Schools; with specific reference to the availability of advice and support
 - c. More detail in relation to innovation and creativity, as well as delivery, in the design strategy document (for approval purposes)
 - d. More detailed section on alternatives for course delivery within the module specification outline
 - e. Offer induction sessions and 'how to' workshops on any aspect of the curriculum process, as well as resources e.g. forms / templates, showcase of examples, handouts / URL's (the e-Learning Team could participate in the provision)
 - f. Annual monitoring to be seen as a quality improvement process and not a one-off event; Schools to have the opportunity to reshape questions during annual monitoring
 - g. Schools to invite their e-Learning Team adviser to participate in the annual monitoring process, or alternatively make reports available to the person
 - h. Schools to invite their e-Learning Team adviser to be an observer during their Academic Periodic Review events, or preparation for it, or alternatively make reports available to the person.
- A collection of internal and external design resources were identified for use by e-Learning Team facilitators in their interactions with programme teams (including CompendiumLD and Cloudworks). The details of each resource will be made available in a guide for use of the resource, to be included in a Curriculum Design Suite online object. The object will be available on the web pages of the e-Learning Team, as well as a SIM in Second Life. It is anticipated that a presentation to introduce the object will be organised within every School at Brunel.

2. Blended Learning Design Workshops

- These workshops aim to introduce staff to new methodologies for learning design, and provide support and guidance for decisions about creating blended learning modules and learning activities. Participants have the opportunity to acquire appropriate new design skills.
- Anticipated outcomes of the workshops:
 - a. Awareness of range of resources / tools / methods available to support learning design – including case studies of good practice, learning object repositories and learning design tools and methods
 - b. Experience of considering the blended design process from different perspectives via collaborative dialogue and engagement

- c. Transfer of the experience gained from the design challenge to participants' own context.
- Recommendations from the evaluation of the first Blended Learning Design workshop (November 2009, <http://cloudworks.ac.uk/cloudscape/view/1912>) included the following:
 - a. Organise workshops at times when School teams are developing or modifying a programme, so that the workshop activities will be focussed on the development of the programme.
 - b. Retain the format of the Workshop components that the participants found most useful, namely opportunity to 'try out' more creative or unorthodox ideas; working with colleagues on an activity; having support staff on hand to answer questions; learning about support/advisory services at Brunel.
- The aim of the second Blended Learning Design workshop (July 2010, <http://cloudworks.ac.uk/cloudscape/view/2130>) was to provide course teams with an opportunity to review the design of their programmes, in light of the new freedoms within regulations pertaining to undergraduate programmes. The workshop intended to promote a series of learning design tools and focused on a holistic approach to course level design.
- The structure of the workshop took its lead from the following strands:
 - α. Programme and level learning outcomes
 - β. Rethinking level-based learning opportunities
 - χ. Formative & summative assessment
 - δ. Use of technology to enhance learning
- Responses to the evaluation survey in relation to the workshop indicated that the participants felt that their personal objectives for the workshop had been met. Cloudworks and CompendiumLD had only been used to a limited extent, but some respondents indicated that they found the tools useful. The reflection on their personal practice, and the range and balance of topics were commended.
- It was decided to meet up with the design teams after the workshop to continue supporting them, in order to develop and implement their designs further. Initial meetings with three identified programme teams are currently in progress. Workshop participants from one School have already expressed their desire to reuse some of the templates demonstrated and used during the Workshop as a course evaluation exercise during their Annual Review Day. This initiative is being followed up by the relative e-Learning School Liaison.
- In addition, it was regarded as essential to obtain regular notification from the Quality and Standards Office about School requests for new / modified programmes. In this regard liaison activities continue to develop and sustain a close working relationship between quality assurance (QSO) and quality enhancement (the e-Learning Team).

- Special workshops will be organised upon School requests for customised sessions, to fit in at a time when a School course team is designing or modifying its programmes.
- Evidence will be collected of the activity of programme teams. Where feasible, Compendium LD and Cloudworks will be suggested as tools to share designs.

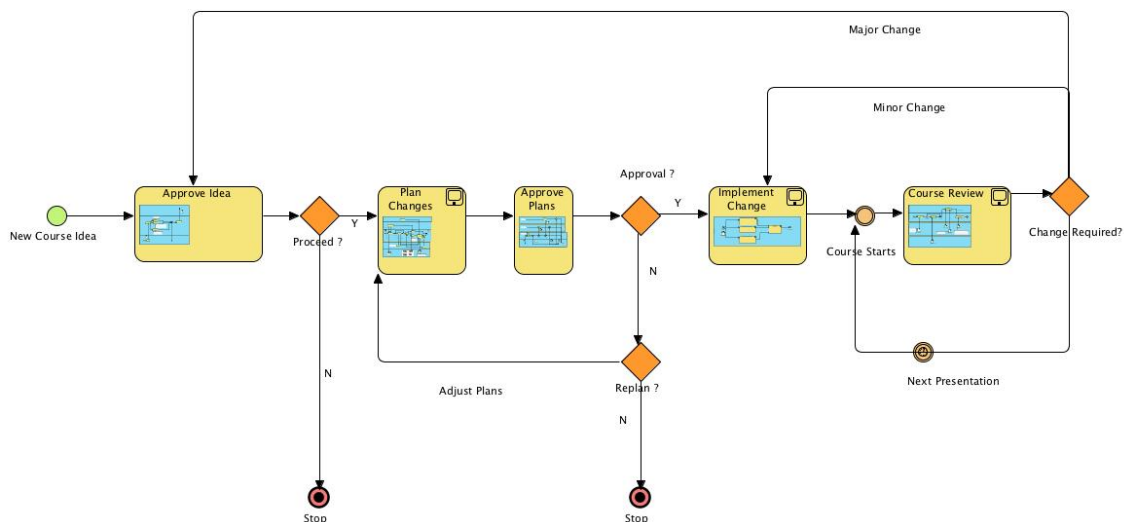
Appendix 2

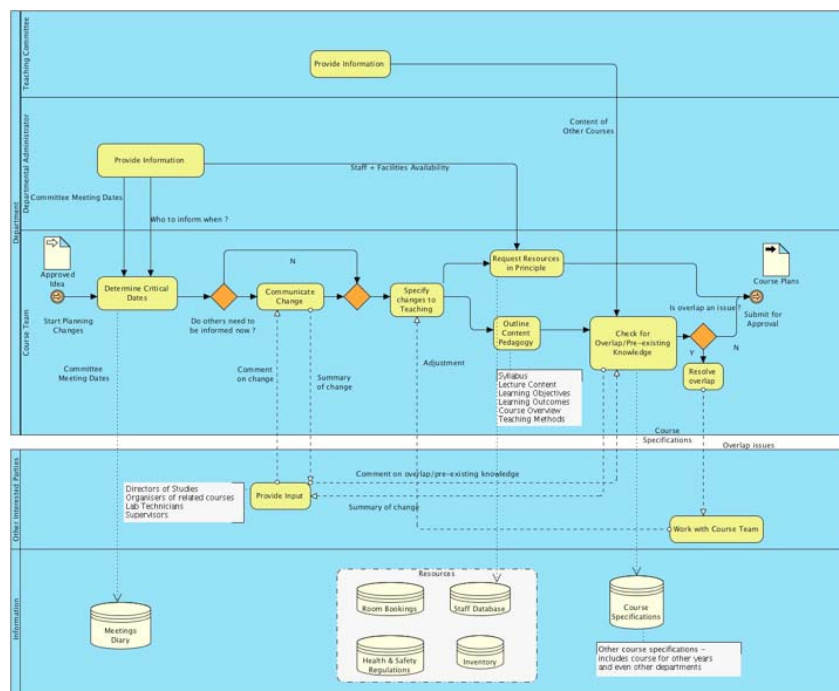
OULDI Progress Report: Cambridge Case Study

Report by Amyas Phillips, University of Cambridge

As part of our process mapping of curriculum change we have given particular attention to discovering at what points issues of pedagogy are introduced and considered, given an institutional context of strong departmental autonomy and a culture of academic freedom which extends to teaching and learning as well as research. We found that the diversity of provision means that change of all kinds, especially in interdepartmental courses, is approached as one-off projects each responding to the unique circumstances of course structure, assessment, departmental motivation and collaborative provision.

Organisationally in these change projects the emphasis is on co-operation and relative informality; formal authority is practically never invoked but painstaking care is taken over materials and instructions for students. Pedagogy is either the explicit motivation for a change, in which case it is considered right from the beginning, or else, where change is motivated by changes in resourcing, structure or content, it is considered early in the implementation process. In such cases, curriculum designers tend to maintain the common template of lectures accompanied by seminars / practical classes and small-group supervisions, often re-using an existing timetable framework.





The need for change is increasing due to an increasing presence of interdisciplinary research fields, requiring teaching outside of the traditional single-department delivery in third and fourth years. Across the University, there is also increasing recognition that departmental boundaries should not determine Tripos provision.

Given this dispersed grassroots model of innovation, between our original aims to develop an understanding of how OULDI tools might support the formal, and especially informal, parts of the design process at Cambridge, and to monitor and evaluate the academic use of OULDI tools to share and reflect upon learning and teaching, we have inserted a third aim; to initiate, support and engage with a “learning and teaching innovation” network of University teaching staff, including curriculum enhancement events and exchange of ideas and experiences in design and delivery.

We have begun designing and recruiting for a '23things' style self-directed course, exploring and reflecting by means of blog 23 ‘things’ introduced over 12 weeks (e.g. <http://23thingscambridge.blogspot.com/> [see ‘about’ section]). OULDI tools will both support (Cloudworks) and feature (learning design toolbox).

Appendix 3

OULDI Progress Report: Reading Case Study

[EXPECTED 8 November 2010]