



Project Document Cover Sheet

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Partner Institutions	Brunel University, South Bank University, University of Cambridge, University of Reading		
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Interim Reporting Template

Project Name: *OULDI - JISC*

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With contributions from: *Gráinne Conole (Project Lead), Rebecca Galley (Project Officer), Andrew Brasher (Project Officer)*

Reporting period: *October 09 – April 10*

1. Section One: Summary

The project has had a number of significant accomplishments over the last six months. New technical and support developments to Cloudworks by Juliette, Rebecca, and a second programmer (Nick Freear), has resulted in increasing numbers of users, new groups using the site and a diversification of uses. Whilst technical development work on CompendiumLD lead by Andrew and a new template/tutorial by Simon has responded to user feedback and is culminating in a launch of Version 1 in May 2010.

The cascade of a learning design methodology via workshops and presentations has been lead by Rebecca with support from our partner institutions. Events at all four universities will have taken place over the last six months. Rebecca has continued to support a range of learning communities, including many on Cloudworks. Also, in conjunction with engagement in key literatures, she is building on our understanding of what 'community' could mean to users and how best to evaluate this. This overlaps with exploring the use of new forms of representing online participation, including that devised by Simon. Rebecca has also begun a key institutional pilot with Library Services which has secured significant buy-in.

Gráinne and Simon continue to co-ordinate the project, not only ensuring the project remains aligned with institutional initiatives and strategies, but have also been scoping the opportunities for the final institutional pilots. The curriculum mapping work that Paul completed last autumn has become a catalyst for further mapping of learning design tools and support to institutional processes and Gráinne, along with several other members of the team, have contributed to the development of the university's new course business model framework most notably ensuring both a 'pedagogy' view and 'design decision' view form part of the core representational set. The work is a central feature of the new learning in an open world programme that Gráinne heads up, and an impressive portfolio of inter-related projects on learning design and open educational resources has now been developed.

2. Section Two: Activities and Progress

- Five of the (minimal of eight) external/internal pilots under-way: including workshops and events delivered at the Open University, Brunel, Reading and Cambridge. Scoping for the other three has begun and will be agreed and started by the summer.
- Engagement with and exploration of the utility of the literature around communities of practice, professional knowledge, networks and sustained participation. Development of an emerging framework for the evaluation of Cloudworks
<http://cloudworks.ac.uk/index.php/cloud/view/3391>
- Developing understanding of techniques and best practice for supporting expert elicitation on Cloudworks and evaluating the resource required and possible levels of engagement this may produce. Production of an evolving Learning Design toolbox
<http://cloudworks.ac.uk/cloudscape/view/1882/> with over 50 LD resources, tools or activities.
- 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.
- Significant increase in activities on Cloudworks, include use by students on the H800 course which is part of the Masters in Open and Distance Education at the OU. Also use as part of the social learn initiative, including support for a post-graduate research conference. Professor Andrew Pollard (Director of the ESRC TLRP programme) is using the site as the basis for a major consultation across the education sector by in conjunction with the General Teaching Council. The Elesig community have moved some of their activities from Ning to the site and the OPAL Pan-EU project (includes UNESCO, EFQUEL and ICDE) are using for a consultation on Open Educational Practices and plan to create an EU OER clearing house based on cloudworks once it is released as open source in the summer.
- A holistic set of representations of the whole curriculum process from programme level down to individual activities has now been developed. This includes five conceptual views (Course view, Course Dimensions, Pedagogy Profile, Learning Outcomes, and Task SwimLane). Three of these have now agreed as part of the Course Business Models work, along with two data-derived views (Finance and Course Performance). The views are being completed across the faculties and a cross-institutional workshop is planned for 28th May. The roll out of this CBM work is a current strategic priority and is a major activity in the coming year and planning for this has begun.
- Events, workshops and support with Project partners including a full day workshop at Brunel <http://cloudworks.ac.uk/index.php/cloudscape/view/1912> , a workshop planning meeting with LSBU <http://cloudworks.ac.uk/index.php/cloudscape/view/1932> , and the subsequent event <http://cloudworks.ac.uk/cloudscape/view/2095> and a series of small events and focus groups with Reading University.
- Comprehensive end of phase 1&2 evaluation of Cloudworks development completed. Report started and available in May.

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- Development of a set of support and guidance resources on Cloudworks
<http://cloudworks.ac.uk/index.php/cloudscape/view/1911>
http://cloudworks.ac.uk/about/faq_site
- A Learning Design showcase event was held at the end of January in the university, designed as a series of interactive posters around six themes (Visualisation, CompendiumLD, Cloudworks, Curriculum Mapping, Staff engagement and support, and related projects). A steering group, chaired by the Pro VC for Learning, Teaching and Quality, followed this. The work was very strongly endorsed and is considered to already be having significant impact across the university.

3. Section Three: Risks, Issues and Opportunities

- The HE funding cuts announced in the last four months may impact university structures, strategies and/or personnel. It is too early to know exactly what these may look like but there is a risk that work undertaken in aligning the project work with broader university policies may need to be reviewed and that the strategies within which our pilots operate may be changed.
- There have been a number of changing priorities within the institution as a result of the change management programme within IET- itself a result of recent unit and institutional reviews. A large-scale institutional roll out of the learning design work across all faculties has now been aligned with the CBM work, which is seen as the priority in the short term. The CBM work is focussing on cost efficiencies but is embracing the learning design methodology we have developed as the basis for this work. This work has required further negotiation with the faculties, alignment with IET priorities and linking to the CBM/LD work. This has taken place according to unit and institutionally set timescales.
- There is a balance between ensuring that the work remains firmly focussed on institutional priorities, particularly when these change, and remaining focused on the broad concern with changes in the processes of curriculum design. We are adjusting the focus on our institutional pilots in accordance to striking this balance. For example, our second pilot will be a joint project with CBM and LIO consisting of a proposal to trial the 'new process' with a team in HSC. A relatively fixed project plan will enable better resource planning. We feel overall we are maintaining focus and are convinced that remaining institutional focussed is key.
- A priority in the coming months is to refine the online Learning Design toolbox. Trial of the toolbox has been successful however the toolbox will need to be revised and enhanced with clearer links each other and to the OULDI methodology. A framework has been developed which will support this development.
- The portion of the OULDI work funded by the university as part of our Phase 2 Institutional Work ended in January 2010 (<http://cloudworks.ac.uk/cloud/view/1969>). Ongoing institutionally funded/supported activities in the near future will be via the CBM work. In addition the EU funded Design-Practice project (see later) is trialling OULDI tools and resources in Cyprus and Greece. These related projects are complementary however it will be important to ensure that there is an effective communication mechanism for the JISC-related activities.
- The contract of the person currently in the project manager role will expire in November 2010 unless renewed by the university.
- Part of the broader range of activities outlined in the original bid was work with broader pan-communities the LAMS and MOODLE communities were targeted as potentially valuable networks to work with. Work has begun with LAMS to develop embeddable, runnable LAMS sequences in Cloudworks. At present there are no activities with the Moodle team, however Martin Dougiamas remains interested in doing something in the future and CompendiumLD is mentioned on the Moodle Community hub page (http://docs.moodle.org/en/Development:Community_hub). Through Cloudworks there is now, however, significant broader community engagement, via the OLNet network, through the ELESIG learner experience community and around a range of e-learning conferences.

4. Section Four: Outputs and Deliverables

4.1 Overview

The main outputs of the project are outlined in Project Plan (p6-7). An outline of the key deliverables (p7), follows, these are listed with additional annotated below:

- A baseline report and curriculum process review (including systems and process models, baseline staff survey, review of roles and technical systems)
- Final report. Material of relevance for the final report is being gathered.
- Evaluation report (this will be based on activities and audiences outlined in revised Evaluation plan (12pp)). This has been revised and various evaluation activities are underway
- Description and models of design processes before and after intervention (this will build on process review, to explore role of pedagogy in the design process).
- Guidance for other institutions; this will in the first instance focus on those with a brokerage role in the partner institutions (guidance materials may include guides for using the software tools, conceptual models and frameworks, learning design and resources, and staff development resources)
- Tools for sharing and visualisation: a public website named Cloudworks for the sharing of learning and teaching ideas and experience; and a visualisation tool names CompendiumLD; a toolbox of learning design tools and resources in Cloudworks.
- A minimum of four OU case studies on curriculum design and one case study per partner institution will be produced. These will contain data and materials that exemplify the new practices and support assessment of impact and sustainability.
- A synthesis of the evidence gathered during project (such as data from workshops, events, surveys and interviews)
- Reflective log recording our experiences on an ongoing basis in the project.

We would consider additional outputs would be: the community capacity emerging from engagement with and supported by the Cloudworks website; materials requested from and produced for JISC (e.g. project posters, video presentations) and contributions to their Design Studio website. Technical Development is outlined in Section 9 of the Project Plan and has been subject to a meeting earlier in the year with CETIS.

4.2 Project outputs produced during reporting period (November 2009-April 2010)

There are 6 key outputs described in the Project Plan. In addition to the specifics below, a key aspect of our overall approach is ongoing trialling of our tools, methods and approaches in a variety of ways. Hence we have presented at a range of national and international conferences and workshops. In addition we have published a series of peer-reviewed papers and chapters on different aspects of our work. The following section records outputs produced during the reporting period against these:

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

- Cloudworks Blog (www.cloudworks.ac.uk)
- Project Planning Matrix set-up and in operation
- Officer reflective log
- Documentation and records of feedback/questionnaires/interviews from events and individual Cloudworks and CompendiumLD users

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

- **Five** of the (minimal of eight) external/internal pilots under-way: including workshops and events delivered at the Open University, Brunel, Reading and Cambridge. Project planning for the **sixth pilot** (OU Pilot 2) has begun and, whilst detail needs to be agreed with others, it is hoped this will focus on a trial run of a new envisaged process with a course team starting in summer and lasting one year. Scoping for the final **two pilots** has begun and we are planning for two contingencies: a. if the university financed roll-out of institutional learning design work begins by August these pilots will be part of this programme or b. if this is delayed then separate plans will be developed and pilots begun by late September.
- **Steering Group Event:** to mark the end of the second Phase of the Institutionally funded project we held an awareness raising event for staff followed by a steering group meeting. The event was partly intended to trial a format for presenting the project and it was well received. The steering group meeting after was attended by over 20 senior managers and representatives and chaired by the Pro-Vice Chancellor for Teaching and Learning. This was an important event for securing buy-in and preparing the ground for our OU-based pilots.
- **Learning Design 'Roadshow'** – prior to the Steering Group Event, a two hour interactive session was held showcasing our work over the last year (Jan09-Jan10) to invited OU staff. Attendance was good and provoked some interesting discussion at the close. This proved a useful trial of a format that could be reused.
- **Phase 2 end of project report.** To coincide with the Steering Group meeting we prepared a 125-page report on the work we carried out on learning design last year. This comprehensive account includes some of the work supported by JISC (reported here and in our previous six-month report).

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

- **Engagement with and exploration of the utility of the literature around communities of practice and interest, professional knowledge, networks and sustained participation.** Building from Lave and Wenger, Rheinold, Barab, Kling, Levy etc. (for example, Galley, R (in draft) 'Using Cloudworks for an Open Literature Review'). This is, and will, feed directly in to the methodology and perspectives we use to analyse Cloudworks use (see current Cloudworks questionnaire). This work is also being disseminated (for example a paper is being presented at the recent Networked Learning Conference, Alevizou, Conole, Culver and

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Galley, 2010). This is part of a symposium on learning design (Conole, chair) and also includes a paper on learning design representations, Conole, 2010).

- **Developing understanding of techniques and best practice for supporting expert elicitation on Cloudworks** and evaluating the resource required and possible levels of engagement this may produce. One outcome has been to identify the importance of the social facilitation role. This work has also looked at uses of language and possible strategies for linking together different user networks
- **Partner Plan Review:** In January-February, as part of our aim to periodically review project plans, we worked with partners to update their individual plans. This has helped forward planning for the forthcoming year.
- **Partner Consortium Agreement:** after a relatively extensive period of legal teams reviewing and amending the Consortium details, the agreement has now been signed by all four partners. The first invoices will be processed shortly. A consortium agreement for the work with LAMS is in progress.
- **Case study Template:** A case study template has been developed. Its aim is to support the pilot projects in clarifying their objectives, outcomes etc and to assist the lead team in comparison between projects.
- **Brunel Blended Learning Workshop** titled 'New Approaches to the design of blended learning' delivered at Brunel University on 9 November 2009: The practical and collaborative format of the workshop provided opportunities to learn about key tools, resources and approaches which support learning design, and an understanding of the issues and challenges involved in designing blended learning. The workshop was supported both before and after the event using Cloudworks (<http://www.cloudworks.ac.uk>) and evidence of the day's work can be found at <http://cloudworks.ac.uk/cloudscape/view/1912> with individual team's clouds listed below the activity clouds. The workshop objectives were given as participants gaining: an awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods. For a quick introduction to learning design read the 'Learn about Learning Design' guide (available online at <http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf>); Experience of thinking about the design process from different perspectives; an understanding of the issues and challenges involved in designing blended learning; and an understanding that will allow you to transfer the experience gained from the design challenge to your own context and the blended learning modules you are involved in designing. Early evaluation shows that the 'at a glance course map', 'expert stalls' and 'visualising designs' session were found most useful. Delegate post-it note feedback is available at <http://cloudworks.ac.uk/cloud/view/2603>.
- **Reading recruitment of individuals to participate in Pilot.** As part of their pilot, the Reading project group have chosen to engage with the irPGCAP course. A call for Expression of Interest was issued inviting new lecturers to join the initiative and offering £500 for their SDA as an incentive. The call detailed the outputs and the objectives – which were: 1. To review existing curriculum design processes including describing; and modelling the curriculum design process where possible; 2. To work with academic teams to identify the most appropriate stages in the curriculum design process where support is needed and the best method of offering this support to improve quality. 3. To pilot learning design methodologies, tools and techniques that have already being developed and to document

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and evaluate this experience; 4. To build and engage with a community of practice within the University and organise events about enhancing the curriculum and increase exchanges of learning and teaching ideas and experiences.

- **Cambridge:** Presented OULDI design themes at learning and teaching support seminar 27th January 2010. <http://cloudworks.ac.uk/cloud/view/2863>
- **LSBU Design Challenge Workshop:** There was strong interest for the OULDI event, which was designed to provide course teams with an opportunity to consider the redesign of their curricula following an institutional decision to move to a 20 credit unit model. The event was held on 13th May (<http://cloudworks.ac.uk/cloudscape/view/2095>) and initial feedback has been very positive.
- **Ongoing work by the Course Business Models group,** of which this project is a contributor, is rising in visibility across the university. This, as our project anticipated, is proving a conducive environment thorough which to think about tools and techniques to support these new Models. In tandem to this, senior management in IET has led a scoping exercise to understand some possible opportunities for collaborative work with faculties and for our final two pilots. A list of potential projects is being compiled and has been made available to the project team. This process has ensured that candidate projects are strategically aligned and have the support of senior managers. It is not clear when the roll-out may begin, but the scoping process itself will be useful for the project.
- **Library Pilot - Orientation Workshop:** Although the institutional plan for engaging with central faculties in respect to curriculum design is still being finalised (see above), we have been able to begin our pilot with the Library. The unit is very keen to participate in the project and on 17 March an orientation workshop was held which explored how the tools may make the process of integrating information literacy more explicit, how the OULDI approach may promote collaboration, communication and effective course design, look at Cloudworks as a support tool and consider further information the OULDI team could provide (slides available at: <http://cloudworks.ac.uk/cloud/view/3140>). A Cloudscape to support this event was also set-up (<http://cloudworks.ac.uk/cloudscape/view/2035>). The library have also set up a collaborative Cloudscape exploring issues around institutional embedding of Information Literacy.
- **ASCILITE 2009 Cloudscape:** The team set-up a Cloudscape for the ASCILITE 2009 conference: <http://cloudworks.ac.uk/index.php/cloudscape/view/1936>. There were 535 views of this cloudscape, compared with 324 for the ASCILITE 2008 Cloudscape.
- **CETIS 2009 Cloudscape:** The team set-up a Cloudscape of 14 clouds for this event however, despite over 300 views, only seven comments over just two clouds have so far been made: <http://cloudworks.ac.uk/index.php/cloudscape/view/1920>
- **ELESIG Community:** A significant recent development is the use of Cloudworks for the 500+ members of the ELESIG community. The group had previously used a NING site but see the affordances of cloudworks as being useful in supporting some of their activities. They will use Cloudworks to disseminate resources, share and discuss publications and research readings in the field, and share practice. See <http://cloudworks.ac.uk/index.php/cloudscape/view/1968> and associated links.

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- Cloudworks continues to be a valuable space for supporting conferences. Recent examples include the Higher Education Leadership Summit (<http://cloudworks.ac.uk/index.php/cloudscape/view/1973>), The William and Flora Hewlett foundation grantees meeting (<http://cloudworks.ac.uk/index.php/cloudscape/view/2053>) - with over 1000 unique views, the DEANZ conference in New Zealand (<http://cloudworks.ac.uk/index.php/cloudscape/view/1878>). Indeed 49 events are listed already in the site between now and December 2010 (see http://cloudworks.ac.uk/events/events_list). It is encouraging to see the increase in initiation of new cloudscares by those not connected with the project. It is also being used for the JISC Innovation <http://cloudworks.ac.uk/2073>.
- **Student teaching:** Cloudworks is also being used to support a number of student activities. It is being used extensively at the moment by masters students on the MAODE H800 unit. See for example <http://cloudworks.ac.uk/index.php/cloudscape/view/1442> and also the H800 flash debates <http://cloudworks.ac.uk/cloudscape/view/1937>. It has also been used as part of the social learn initiative to support a range of learner-focussed activities – see for example <http://cloudworks.ac.uk/user/view/1943>
- **Student teaching:** CompendiumLD also featured in the MAODE H800 unit (weeks 8 and 9 - March/April 2010), along with other design tools such as Phoebe and the London Pedagogic Planner. The activity involving CompendiumLD did not mandate its use: “in Part A you will analyse a learning design before going on in Part B to experience hands-on learning design by creating your own visualisation. You can use either the CompendiumLD design tool or an alternative tool of your choice”. As part of the course, students are asked to discuss the tool, or why they choose not to use it if that was their choice. In particular, students are asked to discuss what they liked and disliked about CompendiumLD, its main strengths and weaknesses, if they foresee using it in the future, or if they choose to use an alternative tool or to simply represent the design using pen and paper, to explain their reasons. Access to the forum where these discussions took place has been granted from June this year on the condition that the information will be to improve the tool for future cohorts of H800, and that students’ or tutors’ postings to the forum will not be quoted – even anonymously in any report or publication. The comments by H800 students on Cloudworks are very encouraging, with them shifting from a position of initial bewilderment to excitement and genuine recognition of the value the tool might add to their professional practice. Given that these students are primarily practitioners in the field, it will be interesting to see if they start to appropriate use of the site in their daily practice.
- **Associate Lecturers:** Cloudworks is also now being picked up by academics and tutors in the OU – for example see this space for Associate Lecturers in OUBS <http://cloudworks.ac.uk/cloud/view/3342>
- **Assessment at OU Cloudscape:** A cloudscape for OU staff to post examples of innovation in assessment has been set-up recently.

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

- **Iterative development of activities for use in workshops or course planning meetings.** The Brunel workshop in November gave us opportunity to trial workshop format and activities, reflect on observed experiences and gather feedback from participants. Galley, R (in draft)

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'Evaluation of Brunel Blended Learning Event' circulated within the team is providing a foundation for further analysis of questionnaire data by the Brunel project group. Understanding the impact of these events is important, however, accurately capturing this impact is more difficult (as an impact survey conducted in July 2009 asking about our October 2008 Design Challenge shows).

- **A multi-view framework** developed for capture and sharing of current best practice in form of exemplars and for articulating new course designs and proposals. There are currently a total of seven views: course map, pedagogy profile, course dimensions, learning outcomes, task swim-lane, cost effectiveness, and course performance. Apart from the learning outcomes and task swim-lane, these have been developed working in conjunction with other university project groups specifically the Course Business Models group. A number of exemplars of some of these views are currently being created by course teams across the university.
- **Support and guidance in Cloudworks:** In consequence of user feedback and trials in workshops the online support and help on Cloudworks has been updated several times in the last 6 months.
- **Evaluation of CompendiumLD by a novice user following a semi-structured script.** See evaluation section for more details.
- **CompendiumLD tutorials:** Two ten-page illustrated step-by-step tutorials (available as PDFs and online) for new users.
<http://compendiumld.open.ac.uk/documentation/version1.0/tutorials/>.
- **'Getting started with CompendiumLD' slide/video show updated** (http://www.slideshare.net/andrew_x/getting-started-with-compendium-ld-version-1), **'Doing more with CompendiumLD' slide/video show created** http://www.slideshare.net/andrew_x/doing-more-with-compendium-ld.
- **Other CompendiumLD** web site updates also include addition of a search facility, a link to the bug reporting site, and other changes to the documentation area of CompendiumLD to reflect changes made to the tool <http://compendiumld.open.ac.uk/documentation.html>.
- **Windows 7/Vista Installation:** during the course of 2009 several users reported problems with installing CompendiumLD on Windows Vista. In November 2009 the Windows installer for CompendiumLD was tested on Windows 7 machines (64 and 32) bit provided by AACs. As a result of this testing, changes have been made to the information provided on the Windows download section of the CompendiumLD website, and to the information provided within the CompendiumLD Windows installer.

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.

We would like to see a steady increase in use of the site with up to 500 clouds produced in the first year, 1500 by the end of year two and 4000 by the end of the project.

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It is worth noting that we have significantly exceeded these targets. There are currently 2376 registered users and 63, 118 unique visits from 165 countries. The top five countries are UK, United States, Canada, Australia and Italy).

Aspect	Everyone	Team	Non-team
Cloudscapes	289	100	189
Clouds	2408	1214	1194
Comments	3414	1012	2402
Links	3268	1678	1590

- **Review of structuring and editing permission for clouds**
- **Reputation / voting system.** New functionality that allows users to recommend and bookmark Clouds. Users can favourite clouds and cloudscapes and can 'recommend' links. Each favouriting or recommendation by someone else will increase the reputation of the person who created the Cloud originally. A reputation rating of 1 is required in order to be able to favourite or recommend. A users favourite listing appears on their profile page.
- **Events Diary:** New functionality for users to add a conference or similar event to the site. It allows you to add a cloudscape for the event and add the dates and location to this. The event will then appear on a new event listing page http://cloudworks.ac.uk/events/events_list.
- **Deadlines listing** – a 'deadline' can be added to clouds – this is useful for deadlines for conference or journal submissions, and for up and coming bidding opportunities <http://cloudworks.ac.uk/events/calls>.
- **Profile tagging.** New functionality that allows a user to add tags to their profile. Users tagged with a particular term will then appear on the page for that tag.
- **Alpha version of the Cloudworks API and Open Souce** - development of these aspects of the site is planned for early Summer. We already have a number of requests for an open source version of the site.
- **Cloudworks embed code / widgets for other sites.** Under development with a view to have a 'Cloud this' button
- **SocialLearn google gadgets:** The social learn team have developed two Google gadgets (one based on a people recommender and one on a cloud recommender). These have been trialled on the site and once the code is in a stable form, will be made live on the site.

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- **Revised FAQ page for the site.** The FAQ section has been revised and updated in response to user feedback and new functions.
- **Internationalisation.** As part of the EU-funded Design-Practice project, we now have a Greek version of the site, which will be released later this month. This means translation into other languages is now possible. A cloudworks champion based in Italy has begun translation into Italian.
- **LAMS-Cloudworks development.** Over the last six months we have been scoping work on this development. A proposal has been drafted which focuses on (1) Development of LAMS “embed” function and (2) LAMS community contributions to Cloudworks discussion/debate.
 - (1) At present, LAMS sequences can be shared as files through the LAMS Community, and this allows registered users of the LAMS Community to access the “Preview” function in LAMS through an integration of LAMS with the LAMS Community. While this functionality is useful within the context of the LAMS Community itself, it does not contribute towards broader sharing of LAMS sequences in other contexts. This work will develop a new “embed” function for the LAMS Community to allow a sequence that is uploaded to the LAMS Community to be embedded into any other web page. The functionality would be analogous to the “embed” feature of YouTube, in that the LAMS Community would provide a snippet of code which could be copied to any other webpage to allow for embedding of the sequence into another page. The outcome of this development is that a LAMS sequence can easily be embedded into any website, such as Cloudworks, to allow for discussion/debate about the nature of the sequence. Users can view the image of the sequence directly, and can use the Preview button to access a live instance of the Learner view of the sequence. Users can also access the full Authoring view of the sequence via an account on the LessonLAMS site. Taken together, this will foster greater dissemination of Learning Design ideas, and allow for Web 2.0 style discussion and debate of exemplar sequences within Cloudworks, based around live experiences of real, running sequences. The next stage is to agree the project brief and sign a consortium agreement for the work.
 - (2) To complement the new functionality, Professor James Dalziel will contribute to several targeted Cloudworks discussion/debates to help illustrate the new features, and discuss the pros and cons of different Learning Design approaches as exemplified by relevant LAMS sequences. This discussion/debates will be conducted in the months leading up to the 2010 European LAMS and Learning Design conference to provide real world examples of the impact of this new approach, and to allow for presentation/papers to be given at the conference on relevant LAMS Project brief

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

- **See evaluation: Section 5**

5. Section Five: Evaluation

5.1 Planned evaluation activities in the last six months

The last 6 month report outlined the planned evaluation activity for the period November 2009 to April 2010. In addition to that already reported in Section 3 and 4, this section outlines some of this evaluation, what aspects we have been unable to do, and planned activity for the next 6 months.

5.1.1 Evaluation of CompendiumLD

- **Video of users talking about and advocating use of CompendiumLD.** One team in particular at Reading have found using CompendiumLD especially useful. As part of a regular meeting of the e-learning co-ordinators they made a presentation at the university and we are currently seeking permission to make more widely available.
- **Example of use of CompendiumLD in OU course design representation:** Following a workshop delivered last year, a couple of respondents were invited to an interview on their use of CompendiumLD since the event. One of those interviewed gave the following example: a project manager requested a media developer to draw a learning design diagram of tools used in a course. This was so they could get a better picture of how media fitted in to the course structure and identify any places where too many tools were being used. This is an example of a diagram being used for evaluating a design structure and for creating an 'at a glance' representation for review by a person other than the author. The 'week-grid' template (produced earlier in the year by the OULDI Team) was used and found to be very useful – particularly as it's structure represented the same structure students were following. This template is shown in figure 9. Had the course in question been a full 60 point course the template would have needed extending. The drawing of the learning design was retrospective in so far as tools were already being written in to the course. Benefits noted by the author of the map included:
 - Enabled the course manager and media developer to determine that there was not likely to be excessive demands placed on students
 - Gathered the authors knowledge of the course in one place (the diagram)
 - Useful for creating an on-the-fly diagram, especially as in this case time was pressing
 - Clarified the course structure
 - Diagram represented another vision of the specification (text only specifications often don't communicate what is required that well).
 - The need for the template to be more flexible was one of the prompts for the creation of the Swim-lane stencil described earlier.
- **Evaluation of CompendiumLD by a novice user following a semi-structured script.** This evaluation was carried out in November 2009 using version 0.75 of CompendiumLD, and the findings have been used to inform the development of version 1.0. It was carried out by a member of IET's Learning and teaching development team. The person selected was chosen because they had no prior experience of Compendium or CompendiumLD, but did have experience of learning activities and courses from a range of different OU faculties gained through developmentally testing or studying them. This evaluator was asked to go through the experience of downloading, installing and trying to get to grips with CompendiumLD by using the available documentation alone, and only to ask other people (e.g. the OULDI team) for help as a last resort; they did not. To put this evaluation in context the evaluator was asked to imagine that they were an academic on a course team whom the Course chair has asked to use CompendiumLD to design a new learning activity for their

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course. The evaluator was asked to pick a course that they had experience of, either through testing or studying it, and they chose the TU120 course. They downloaded and installed the application reporting that “the programme is easy enough to install and provides a clear explanation at the outset for its purpose”. They recommended a number of changes to be made to the documentation for CompendiumLD, either embedded in the welcome maps or available online. They stated that the welcome map does lead to helpful guidance quickly, though the two page [user guide](#) does not include information about every node. Overall, this semi-scripted evaluation gave us confidence that a novice user could install and use CompendiumLD with out receiving human help, but that improvements to the documentation were necessary to enable such a user to make best use of the tool. The findings from this evaluation have fed into the development of the software and also the following documentation:

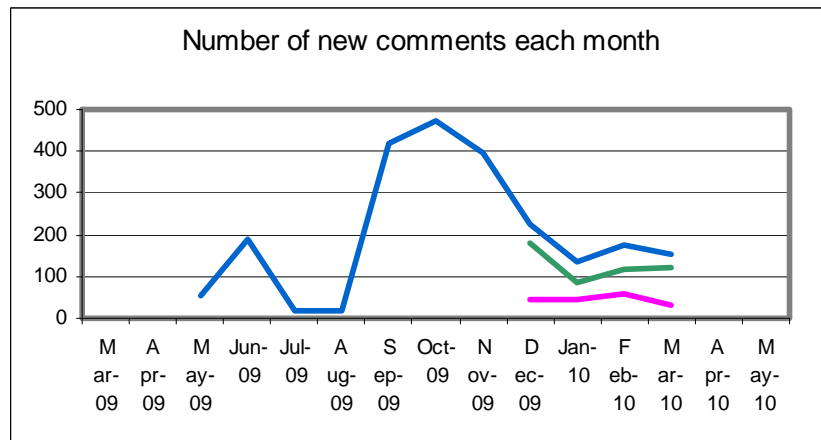
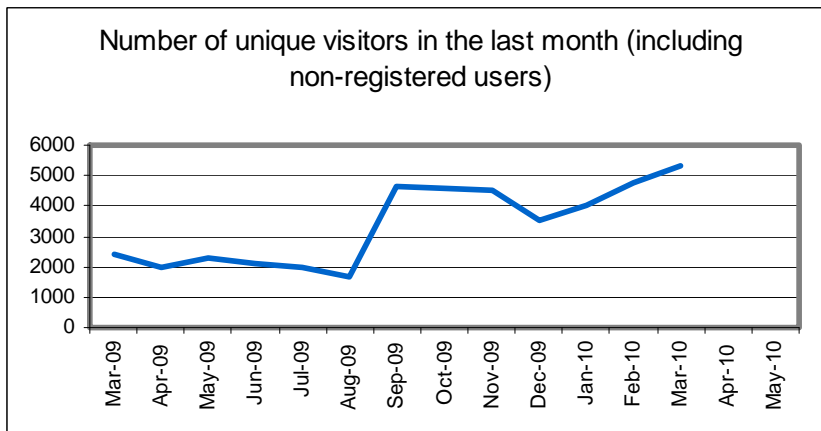
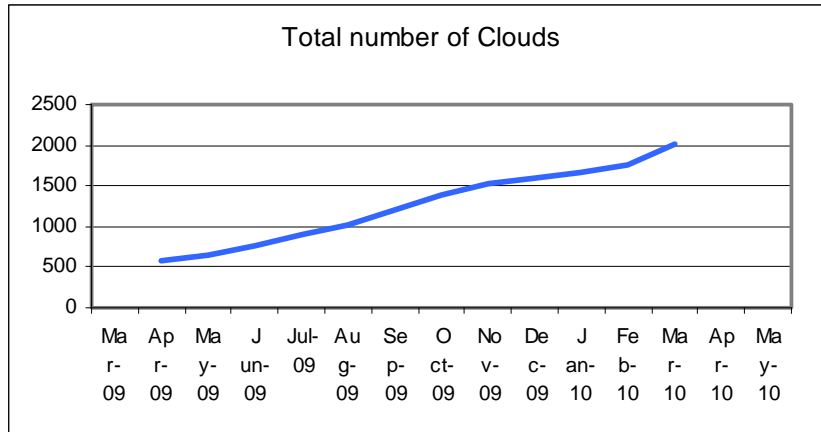
- **Download Statistics:** The data shows that in the last 6 months there have been 332 downloads of CompendiumLD by people providing distinct e-mail addresses (bringing the total number of downloads to over 900). Note that the e-mail address may not be a reliable indicator of the number of people from 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)
Total number of people downloading CompendiumLD (number of downloads by people with different email addresses)	620	332
Number supplying @open.ac.uk address (i.e. OU staff)	86	22
Number supplying .open.ac.uk address excluding OU staff (i.e. students or ALs)	9	9

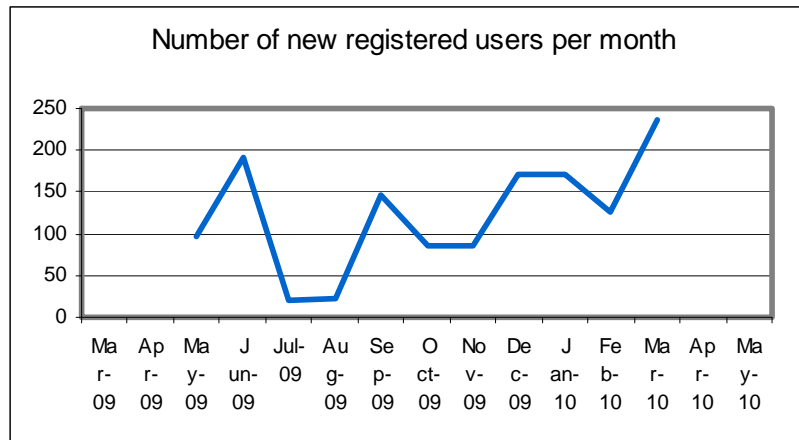
5.1.2 Evaluation of use of Cloudworks

- **Cloudworks use statistics.** We have continued to monitor a variety of user statistics. Four of these are shown below: Total number of Clouds, Number of unique visitors in the last month, Number of new comments in the last month, and Number of new registered users.

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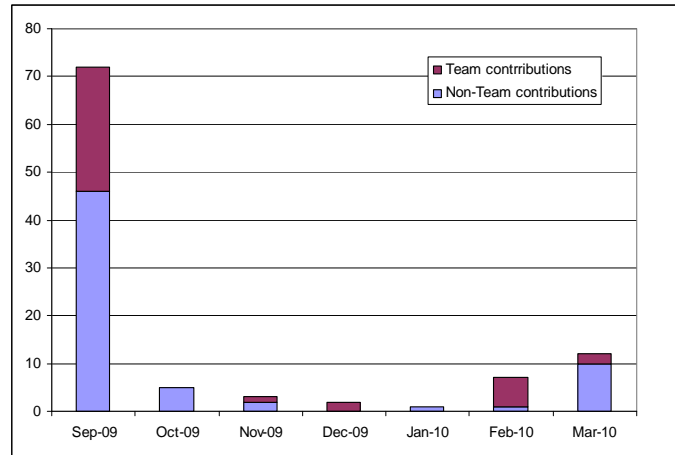
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The number of clouds continues to grow and the number of visits and new registrations has remained broadly steady over the winter and are beginning to rise in to the spring. However, the number of comments posted by users per month has fallen. This in part reflects the fact that the team posted fewer comments in these months. The number of comments may be expected to increase now the number of new users and visitors is beginning to rise.

- **Analysis of use by Exeter HEA Project.** The team are currently writing a report about evaluating the effectiveness of Cloudworks as a tool for facilitating expert elicitation. The report focuses on the use of the site for a HEA funded Literature Review by Exeter University
- **User survey:** we have purchased a licence for survey monkey and currently administering a survey of a sample of Cloudworks users. This data will not be available in time for this Report.
- **Feedback from specific events.** This data has been reported in Section 4.
- **Mobile Technologies Special Interest Group (set-up of which 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 contains 6 Clouds and is being followed by 9 people (1 Cloudworks team). There have been a total of 845 unique views of the Cloudscape and associated Clouds. Google analytics show that a significant amount of this activity around this Cloudscape was conducted at the time it was set up; activity decreased significantly towards December but in March there appears a slight upturn mainly due to contributions from someone associated with the lead group and from the JISC-OULDI project team. The following graph has been prepared from data available on the Cloudworks website:

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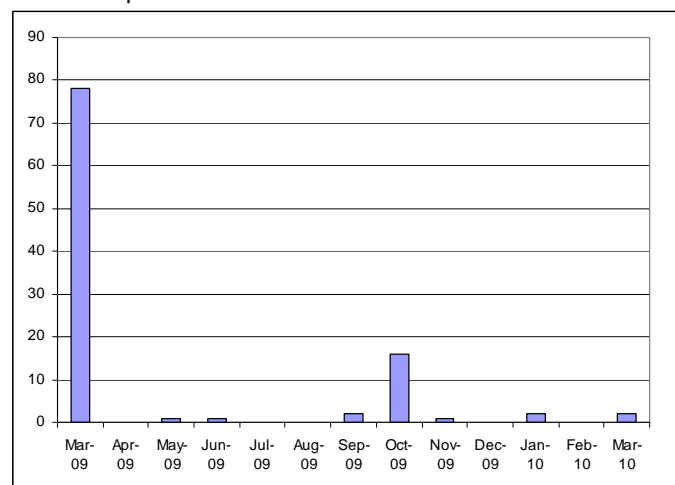


The Cloudworks team have acted to support the community to set up the Cloudscape, but it was felt to be important that the community owned the space and led activity on it.

“...someone external cannot simply impose a pre-designed community onto a group, but rather community is something that must evolve from within a group around their particular needs and for purposes that they value as meaningful. In fact, a core struggle emerges when one designs something for someone else to use, especially when the outcome of community participation is to support the learning (or even reform) of another group” (Barab et al, 2003, p.5)

Members of the group have expressed an interest in leading a ‘Flash debate’ in the New Year, and it is hoped that this kind of crowd-sourcing will stimulate increased and sustainable community activity over time.

- OLNET Community (set-up of which was mentioned in last report):** Originally a community cloudscape was set-up early in 2009 at: <http://cloudworks.ac.uk/index.php/cloudscape/view/562>, however, at first glance, like the mobile learning group, most use appears to have been made in the first month (with a secondary period of activity in October). There have been only 5 instances of activity (comment, link or cloud added) in the last 6 months (see table below). This is principally because use of the site by OLNET team members has moved to other parts of the site not linked to this Cloudscape.



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OLNET has continued to use Cloudworks for conferences and workshops since, however, new clouds have been created and these not necessarily linked back to the original Cloudscape. However OLNET team members have been very active in using the site in a range of different ways – through participation in various workshops and conferences, via the flash debates, through the setting up of an ‘open review’ on web 2.0 technologies and their use in Higher Education. Most recently Cloudworks was used to support the Hewlett grantees’ meeting, this was extremely successful with over 1000 unique views to date. The following link gives some indication of the extent of use in terms of what has been tagged ‘olnet’ <http://cloudworks.ac.uk/tag/view/olnet>.

- **Curriculum design cloud (set-up of which was mentioned in last report):** A cloudscape has been set up for the Cluster C projects <http://cloudworks.ac.uk/index.php/cloudscape/view/1485>, this has had over 200 views, there have been no comments. A related cloudscape (Describing the curriculum <http://cloudworks.ac.uk/index.php/cloudscape/view/1907>) articulates the OU curriculum representations and has also had over 200 views.

5.1.3 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.
- Review to ensure a balance of different types of community are being included although this may use the work by Cross (2010) as a starting point: <http://latestendeavour.wordpress.com/2010/03/07/exploring-spheres-of-sharing-analysis-of-contributions-to-cloudworks-part-1/>

5.2 Planned evaluation activities for the next six months

- Continued recording and commentary of activity, e.g. on Cloudworks, in reflective diaries etc.
- May/June Cloudworks Survey analysis and review.
- Evaluation report on use of Cloudworks as a tool to support conferences. Focus of the report will be a comparison between approaches to event Cloudscape design and implementation.
- Evaluation of Phase 3 development of the Cloudworks (October)
- Early compilation of impact and feedback surveys from partner projects
- Gathering of ‘as is’ process and practice of course teams involved with our Institutional Pilots
- Identification and development of user and interaction ‘types’ to inform future development of the site
- CompendiumLD has been used by students of this year’s presentation of the “Technology-enhanced learning: practices and debates (H800)” module within the Open University’s MA in Online and Distance Education (see earlier). Data from students’ use of the tool has been gathered, and will be analysed to inform future development of CompendiumLD.

6. Section Six: Outcomes and Lessons Learned

6.1 Particular lessons learned

The last 6 month report identified some key challenges (October 2009):

- How do we better respond to the gap between the formalised design processes and the often informal process of design?
- How do designs get shared? What roles do technology and practitioners have in this communication process?
- How can we effect change in practice, culture and process - especially in the light of constraints on time and resource?
- What does a successful online teaching and learning community look like? What characteristics does it have and how can we measure these?
- How do our two key tools - CompendiumLD and Cloudworks - fit with other tools currently available?

We have since further developed several of these. For example, in respect to challenges to changing the university stage gate process we have identified a number of important lessons and questions:

- There are no explicit formal OU learning design processes, rather it is embedded in course development in an 'ad-hoc' way
- Moving course teams away from their current ways of working to embrace a method for learning design. This requires changes to teams' conceptions and processes, not just delivering tools and activities
- If the developing Learning Design Method is implemented, how is the quality of change measured? How do we show the benefits of using the method?
- The use or application of learning design during course development is constrained by other formal project activities such as achieving deadlines
- The level of learning design is based on academic experience of course development, or vested interest
- Academics are time constrained to use new tools etc.
- Investment is required to deliver the Learning Design Method, and for providing training in the tools, activities, processes etc. in the LDI Toolbox
- To achieve the benefits of using a Learning Design Method i.e.
 - It is repeatable
 - A method is teachable
 - It builds on experience – and lessons learnt
 - It ensures everyone knows what to expect, where, when and how
 - It can give an early warning of problems
 - Its use is proactive not reactive

Its use would have to be mandated or its use would be reliant on pockets of interest

- High level OU sponsorship would be required to mandate its use
- Do we deliver a mandated formal method or an informal optional method?
- If its use is not mandated will what we deliver be used by time-constrained course teams? How does the project ensure its use?
- The Learning Design Method would require on-going maintenance and development. This has a cost implication
- What is the legacy the OULDI project will leave behind when the project has finished?

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- We can deliver a Learning Design Method within the current formal process, but does the current formal process have some fundamental issues that constrain its use?

Our work has also found that Cloudworks is a significant technical development representing a new and innovative mechanism for supporting sharing and discussing. The site clearly has considerable potential to support a range of activities across the university to meet both our institutional learning and teaching objectives and to foster and support innovation and pedagogical research across the university. It can act as a conduit for showcasing OU work both internally and externally. However, uptake of and interest in the site has been more dramatic externally, we need to consider what role we see Cloudworks playing in supporting institutional work in the future and hence agree the amount of technical and support investment that will be needed to facilitate this. There is also a broader issue about ownership of content hosted by the site and its long term sustainability and support, given that there is now a significant amount of content within the site and visitors from over 160 countries. Some potentially 'big' players are interested in using the site more extensively – we need to have a position on what the institutional support line is for the future of the site. As mentioned earlier, our project officer in particular has also begun to examine what 'community' means and how we can measure it.

In respect to the visualisation of design, we have found that design as an approach offers a particular philosophies, skills and techniques, and these do not map exactly to those currently used in writing or planning learning (e.g. on learning 'design'). This would suggest that if we are looking at promoting more learning 'design' those staff involved will need to have an appreciation, understanding and commitment to some or all of the philosophies, skills and techniques required. This could constitute a staff development challenge if the design approach is adopted into mainstream practice.

7. Section Seven: Communication and Dissemination Activities

7.1 Collaboration with Internal stakeholders (beyond project work)

There are a number of related projects that one or more members of this JISC project team, usually the project lead, are also working on. This enables useful working and communications across projects:

- As a follow on from the OpenLearn initiative the OU have now received funding of **\$3 million** from the William and Flora Hewlett foundation for a joint project with Carnegie Mellon – OLnet (<http://olnet.org>). The project began in March 2008 and runs for three years. The director is Patrick McAndrew. The **Open Learning Network (OLnet)** aims to evaluate the impact of OERs on teaching and learning and to facilitate transformative educational practices. This will be achieved by developing the links among the design, use and evaluation of OERs. OLnet will provide the infrastructure and build capacity for a community concerned with improving OER design and applying methods for assessing robustness of OERs. Through its activities OLnet will encourage adoption of evaluative techniques to provide evidence on the effectiveness of OERs in use. The driving research question behind OLnet pinpoints what we see as the next evolutionary step in the OER movement, namely: How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs?

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- Through the EU Leonardo Da Vinci programme the OU have secured funding for a two-year project, Design-Practice, running from October 2009. The project aims to use and evaluate the OULDI tools and resources in three contexts; within a teacher-training programme in the UK, at institutions in Greece and at institutions in Cyprus. The purpose of the project is to advance teachers' skills and competencies to better prepare them in integrating ICT in teaching and learning. Two types of interventions are planned – an LD-lite 'Using technology in teaching' event and a two-week online masters-level course in learning design.
- Sub-titled Patterns and Evidence: translating Research findings to practice and Learning: Evaluating the use of the social networking site Cloudworks for linking design research to practice. The OU have received £25, 497 from the HE Academy to undertake a case study evaluating the use of Cloudworks to support evidence-based practice. The aim of the project is to carry out a detailed case study evaluating the use of the Cloudworks social networking site for supporting the use of evidence about learning and teaching, which could include published research, teaching ideas and learning designs. The project aims to provide a proof of concept of the application of new forms of social practices possible with web 2.0 technologies to support evidence-informed practice in Higher Education. A detailed review of Web 2.0 practices has been carried out and analysis of the use of cloudworks for OER activities is at an advanced stage.
- The OU has received funding from the EU under the Multilateral Project, Lifelong learning-Program for new project, OPAL, which began in January 2010. The total budget is £640,952 is of which the OU is receiving £79,961. The project "Open Educational Quality Initiative" will foster the use of OER by establishing a *European Quality Environment* for OER through a variety of activities promoting a multistakeholder consensus, bringing together actors, networks, initiatives and organisations on a European level to discuss practices, mapping out methods and agree on quality tools and practices on a European level. The project will thus work for a *shift of cultures and practices* in organisations towards a mainstream use of OERs by building trust and forming an OER quality environment on a European level. A review of 60 cases studies of OER has been carried out and from this a set of 8 dimensions of Open Educational Practices has been derived. A major consultation exercise on this work is now underway <http://cloudworks.ac.uk/2087>.
- The internal work that the OULDI undertook in 2009 will be a core component of the newly established IET Research Programme 'Learning in an Open World', which Gráinne Conole will head up from January 2010. An initial vision statement for the programme has been developed (<http://cloudworks.ac.uk/index.php/cloud/view/2804>) and a consultation exercise is in progress within IET. A workshop was run on 26th January 2010.
- Work with Open University course teams. For example:
 - Clark, P and Cross, S. Presentation to course team in the Arts Faculty on using CompendiumLD
 - Conole, G., Presentation to the LTS exec, 13 May
 - Cross, S. (2010) Fifteen minute Elluminate recorded session for a level one language course on how to use Compendium for study and essay planning

7.2 Collaboration with other groups (beyond Partner team)

7.2.1. Presentations, workshops and seminars

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1. Cross, S (2010), OU Course Business Models Framework, JISC Programme Meeting, Birmingham, 12 May 2010.
2. Conole, G. (2010), The OU Learning Design Initiative – tools and resources for supporting new approaches to design, invited workshop for the SURF Foundation, Utrecht, 10th March 2010.
3. Conole, G. (2010), Theories and methodologies for research in Networked Learning, invited hotseat discussion, online forum associated with the Networked Learning Conference, started 18th January 2010, <http://www.networkedlearningconference.org.uk/index.php/forum/forum?id=8> and associated positional paper <http://cloudworks.ac.uk/index.php/cloud/view/2881>
4. Conole, G. (2010), An overview of cloudworks, IET coffee morning, 21st April, 2010.
5. Conole, G. (2010), Learning design and designing for learning in an open world, invited talk, COLMSCT expert forum, The Open University, 25th February 2010.
6. Bennett, S., Agostinho, S. and Conole, G. (2009), Learning Design Workshop, ASCILITE conference, Auckland, 6th December 2009.
7. Alevizou, G., Conole, G. and Galley, R. (2009), Exploring the use of Cloudworks for sharing and discussing OER, Workshop, University of Exeter, 17th November 2009.
8. Conole, G. (2009), Cloudworks: a virtual fieldtrip: Discover a new island on world web 2.0, Invited talk via Eluminate to the SCOPE community in Canada, 16th November 2009.
9. Conole, G. (2009), An introduction to cloudworks: a social networking site for sharing & discussing learning and teaching, Invited workshop, OUNL, Heerlen, Holland, 13th November 2009.
10. Conole, G. (2009), An introduction to Cloudworks: a social networking site for sharing and discussing learning and teaching ideas, Presentation to the JISC Community via Eluminate, 4th November 2009.
11. Conole, G. (2009), Design in practice: aligning design creativity with practice, Invited presentation, Thompson Rivers University, Kamloops, Canada, Tech it up conference, 23rd October 2009.
12. Conole, G. (2009) Hands-on Learning Design Workshop, Simon Fraser University, Vancouver, 21st -22nd October 2009.
13. Conole, G. (2009), Innovating into the future: sharing and discussing 2.0, Invited talk at the launch of the Irish Learning Technology Association (ILTA), via Eluminate
14. Culver, J. (2010) presentation at Design and Reuse of Open educational Resources Workshop, January 2010
15. Culver, J. (2009) Elluminate session on Cloudworks, 4 November 2009

7.2.2. Publications by team members since October 2009

- See Appendix 1

7.3 Current communication methods for project

- Many aspects of the ongoing work of the team are reflected in the personal blogs of:
 - Grainne Conole: <http://www.e4innovation.com/>
 - Simon Cross: <http://www.latestendeavour.com/>
 - Andrew Brasher: <http://www.open.ac.uk/blogs/brasherblog/>
 - Juliette Culver: <http://www.julietteculver.com/>
 - In addition we actively blog on the Cloudworks site, as well as creating and fostering a range of clouds across the site.

Some future planned presentations

1. 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.

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2. Conole, G. (2010), Invited talk, ESRC New Spaces seminar: 'Cyber Spaces and Virtual Learning', University of Southampton, 3rd June 2010.
3. 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.
4. Conole, G. and Newbould, D. (2010), Learning in an open world, Global Learn Asia Pacific 2010 conference, Penang, 17th-20th May, 2010.

7.4 Useful Strategies for engaging stakeholders

- Essential to the project has been ensuring we remain in the loop with changes in related strategic projects. Not only has participating in these project teams been useful for ensuring our project is aligned, but we have been able to deliver significant contributions to these projects in terms of advise and support.

We have gained a significant understanding of the different ways in which we can engage stakeholders and believe the multi-faceted approach we have adopted has been successful.

7.5 Media publicity the project has received

Significant interest in the work within different digital spaces (the blogosphere, Twitter, Eluminate, Adobe connect, Slideshare, etc). Two press interviews. Numerous invites to do workshops and keynotes including high profile conferences such as ASCILITE, ConnectEd and Edmedia.

Article in Education Business Weekly, April 7 2010, on Cloudworks

Interview with Gráinne Conole in Education Review, December 18th 2009, 'E-learning approach with caution and enthusiasm, Wellington, New Zealand.

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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Before you return this report:

- 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
- 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.
- 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

Book chapters

1. Conole, G., McAndrew, P. and Dimitriadis, Y. (forthcoming), 'The role of CSCL pedagogical patterns as mediating artefacts for repurposing Open Educational Resources', in F. Pozzi and D. Persico (Eds), *Techniques for Fostering Collaboration in Online Learning Communities: Theoretical and Practical*
2. Conole, G. and McAndrew, P. (2010), A new approach to supporting the design and use of OER: Harnessing the power of web 2.0, M. Edner and M. Schiefner (eds), *Looking toward the future of technology enhanced education: ubiquitous learning and the digital nature.*
3. Conole, G., Brown, R., Papaefthimiou, M., Alberts, P., and Howell, C. (forthcoming), Fostering connectivity and collaboration - the approach adopted by Cluster C of the HEA e-learning pathfinder projects, in: U. Ehlers and D. Schneckenberg (Eds.), *Changing Cultures in Higher Education - Moving Ahead to Future Learning. A Handbook for Strategic Change.* Heidelberg: Springer.
4. Conole, G. and Jones, C. (forthcoming), Sharing practice, problems and solutions for institutional change – comparing different forms of representation, in P. Goodyear and S. Retalis (Eds) *Technology-enhanced learning: Design Patterns and Pattern Languages*, Sense Publishers B.V: Rotterdam, The Netherlands.
5. Conole, G. (2009), 'Capturing and representing practice', in A. Tait, M. Vidal, U. Bernath and A. Szucs (eds), *Distance and E-learning in Transition: Learning Innovation, Technology and Social Challenges*, John Wiley and Sons: London.

Refereed journal publications

1. Conole, G. (submitted), Blue skies thinking for design and Open Educational Resources, Special Issue outcome of the Technology and Learning: Defining Quality in Research, Theory and Practice Conference, Limerick
2. Conole, G. (in press), Facilitating new forms of discourse for learning and teaching: harnessing the power of Web 2.0 practices, *Open Learning*, Vol.25, No. 2, June 2010, 141-151.
3. Conole, G. (2010), Bridging the gap between policy and practice: a framework for technological intervention, *Journal of e-learning and knowledge society*, vol. 6, no.1, February 2010, 13-27.
4. Conole, G. and Culver, J. (2010) 'The design of Cloudworks: applying social networking practice to foster the exchange of learning and teaching ideas and designs' *Computers and Education*, 54(3): 679 - 692.
5. Conole and Culver (2009), Cloudworks: social networking for learning design, *Australian Journal of Educational Technology*, 25(5), pp. 763–782, <http://www.ascilite.org.au/ajet/ajet25/conole.html>.

Reports and articles

1. Brasher, A. (2010) A tool for visualisation – CompendiumLD, in Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). *The Learning Design Initiative Project Phase Two Report*, Open University
2. Conole, G. (2010) Article in *Education Business Weekly*, April 7 2010, on cloudworks
3. Conole, G. (2010) Interview in *Education Review*, December 18th 2009, 'E-learning approach with caution and enthusiasm, Wellington, New Zealand.
4. Conole, G. (2010), Review of pedagogical models and frameworks, report for the HEFCE e-learning task force, available online <http://cloudworks.ac.uk/index.php/cloud/view/2982>
5. Conole, G., Ehlers, U., Munding, P., Connelly, T. and Santos, A.I. (2010). Scope of desk research and case study identification, Deliverable 3.1, The OPAL project, 16th April 2010.
6. Conole, G. and Alevizou, P. (2010), Review of the use(s) of Web 2.0 in Higher Education
7. Conole, G. (2010), State of the art review of e-learning and learning design, deliverable for the Design-Practice project, available online <http://cloudworks.ac.uk/index.php/cloud/view/2894>
8. Conole, G. (2010) An overview of design representations, in Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). *The Learning Design Initiative Project Phase Two Report*, Open University
9. Cross, S. and Clark, P.,(2010) *Designing Learning using Graphical Visualisation Diagramming*, in Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). *The Learning Design Initiative Project Phase Two Report*, Open University
10. Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). *The Learning Design Initiative Project Phase Two Report*, Open University (public version forthcoming)

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11. Galley, R., Conole, G. and Culver, J. (2010) Cloudworks: A place to share, find and discuss learning and teaching ideas and experiences, in Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). The Learning Design Initiative Project Phase Two Report, Open University
12. Munding, P. (2010) Overview of the OU Curriculum Design Process, in Cross, S., Conole, G., Galley, R., Munding, P., Brasher, A., Clark, P. and Culver, J., (2010). The Learning Design Initiative Project Phase Two Report, Open University

Conference proceedings

1. 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. Htzzipanagos (Eds), Edmedia Conference, Toronto, 29th June – 2nd July, 2010.
2. Conole, G., Ehlers, U., Munding, P., Santos, A.I., Connelly, T., Richter, T., Koskinen, T., Kairamo, A., Nozes, J. and Carneiro, R., Quality and innovation in Open Educational Practice, workshop and full paper, EDEN conference, Valencia, 9-11th June, 2010.
3. Conole, G., Cross, S., Galley, R., Culver, J., Brasher, A., Munding, 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.
4. 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.
5. Alevizou, P., Conole, G., Culver, J. and Galley, R. (2010), Ritual performances and collective intelligence: theoretical frameworks for analysing emerging activity patterns in Cloudworks, 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.
6. Clough, G., Conole, G. and Scanlon, E. (2010), Using Participatory Evaluation to Support Collaboration in an Inter-Disciplinary Context, Networked Learning Conference, Aalborg, Denmark, 3rd – 4th May 2010.
7. Ehlers, U. and Conole, G. (2010), Open Educational Practices – unleashing the power of OER, panel session – 'taking OER beyond the OER community – policy and capacity, OER workshop for Quality Assurance Agencies, Windhoek, Namibia, 3rd May 2010
8. Dimitriadis, Y., McAndrew, P., Conole, G. and Makriyannis, E. (2009), New design approaches to repurposing Open Educational Resources for collaborative learning using mediating artefacts, ASCILITE 2009 conference, Auckland, December 2009.

Invited keynotes

1. Conole, G. (2011), Invited keynote, DEHub and the Open and Distance Learning Association of Australia, Summit, February 2011, Sydney.
2. Conole, G. (2010), The potential and paradoxes of new technologies and implications for education and its relationship to Web Citizenship, invited keynote, 2010 Aprened conference, University of Guadalajara, Mexico, 5th-8th October 2010.
3. Conole, G. (2010), What Would Learning in an Open World Look Like? A Vision for the Future, Invited keynote, Edmedia conference, Toronto, 29th June – 2nd July 2010.
4. Conole, G. (2010), Invited keynote, ConnectEd Conference, Sydney, 28th June – 2nd July, 2010.
5. Conole, G. (2010), Invited keynote, Inaugural Graduate Student Conference - 'What is good educational research?', Dublin Institute of Technology, Dublin.
6. Conole, G. (2010), Shifting practice, changing cultures, invited keynote, Enhancement Academy, Progress Meeting 17th-18th May 2010, Northumbria University
7. Conole, G. (2010), Invited keynote, Webinar on social inclusion, web 2.0 and language education, Turku, Finland, 28th April, 2010.
8. Conole, G. (2010), Blue skies thinking – innovations in learning and teaching, Invited keynote, International Arab Conference of e-technology, ACeT2010 conference, Kuwait, 30th March – 2nd April, 2010
9. Conole, G. (2010), The learner and the learning environment: technologies, pedagogy and design, invited keynote, SLE Enhancement Academy, Marwell Zoo Hotel, 22nd-23rd March 2010.

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10. Conole, G. (2010), A holistic approach to designing for learning: a vision for the future, invited talk and full paper, Annual International CODE Symposium, Ciba, Japan, 18th February 2010.
11. Conole, G. (2009), Embracing change – where might daring to think differently, Invited keynotes, Massey University, 10th, 11th and 14th December 2009
12. Conole, G. (2009) New digital spaces - pushing the boundaries into the unknown; trajectories of user behaviour in new frontiers, Invited keynote, Ascilite 2009, 8th December 2009, Auckland, New Zealand
13. Conole, G. (2009), Serendipity and fun as ingredients for transforming practice, Invited keynote, Learning Design conference, Simon Fraser University, Vancouver, 21st October 2009.
14. Conole, G. (2009), Harnessing learning design as a new approach to rethinking the curriculum, Invited presidential address, AECT conference, Kentucky, 27th October, 2009