

Interim Reporting Template

Project Name	<i>OULDI – JISC (Open University)</i>
Report compiled by	<i>Gráinne Conole / Simon Cross</i>
With contributions from	<i>The OULDI Project Team</i>
Reporting period	Project start - October 2009
Section One: Summary	
<p>This has been an exciting and busy period for the project. Having Rebecca Galley and Paul Munda join the team during the spring/summer has made a big difference and enabled us to get back on track in terms of the curriculum baseline mapping and working with the partner institutions and Cloudworks. We feel we have made a number of breakthroughs; in terms of different types of curriculum representations and in terms of use of web 2.0 practices to facilitate the sharing and discussion of learning and teaching ideas and designs. Internally our department IET has undergone a major review and the working practices of OULDI are being held up as an exemplar of how IET should be working generally with the faculty. Our work is well received across the university and is evidence in key policy documents such as the learning and teaching strategy.</p>	
Section Two: Activities and Progress	
<p>The primary activities undertaken in support of the project objectives (resulting the outputs and deliverables detailed in Section Three) have been:</p> <ul style="list-style-type: none"> ○ Software development and major redesign of Cloudworks ○ Cloudworks community-development related activities (trial of website at events, review of guidance, user support, established of the flash debate series etc) ○ Population of Cloudworks and facilitation of online activities ○ Part of the University's Course Business Models working group, development and trialling of five curriculum level design representations (pedagogy, course map, cost effectiveness, course performance and design decision maker) ○ Partner events and developing partner project plans ○ Software development of CompendiumLD ○ Curriculum Design Process, Roles and Systems Review ○ Baseline data related activities ○ Dissemination activities, publications and workshops <p>The project team remains the same and there have been no significant changes in aims, objectives or deliverables. The delay in appointing the Curriculum Design Officer post (full-time) has had a necessary knock-on impact on some time-scales. This has delayed some actions associated with the set-up of partner working and trials (Workpackages 3b and 3c, 4a and 4b) most especially with work associated with internal communities to the OU – the aim has been to start with external communities. Despite this there have been a number of achievements already in respect to these (see Section Three). We have amended our Evaluation Plan (attached). The Project Steering Group will next meet to synchronise with reporting from our sister project (likely to be around Christmas).</p>	

Section Three: Outputs and Deliverables

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.

Project outputs produced during reporting period (Start – October 2009)

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:

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

- Selection of short interviews with team members and Cloudworks users (<http://cloudworks.ac.uk/cloudscape/view/1900>.)
- Cloudworks Blog (www.cloudworks.ac.uk)
- Project Planning Matrix set-up and in operation
- Officer reflective log
- Documentation and records of feedback/questionnaires from events (Reading, ALT-C conference, 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.

Baseline Report (c.60p) work including:

- Curriculum Design Process mapping
- Course Design Roles and Responsibilities

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- Perceptions and practice of eLearning Staff Survey
 - Interview and feedback analysis
- Steering Group Meeting (May 2009)

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.

- Targeted use of Cloudworks at key conferences including set-up of a cloudscape and team contributions and comments to posting. Conferences included: LAMS, ALT-C, the Cambridge International Conference of Open and Distance Learning, the Italian e-learning society, the Educational Technology User Group in Vancouver, the Tech It Up conference in Kamloops, and a presidential address at the AECT conference in Louisville. Each of the above have cloudscape associated with them, which includes live-blogging of conference sessions, additional links and references and discussions around conference topics. The clouds for the ALT-C conference keynote by Martin Bean and the 'VLE is dead' were particularly active. In addition to engagements with other universities as part of the sister JISC-funded project has resulted in strong increase in number of registrations and postings of cloud. For the LAMS event a reflective blog was also recorded (for example see: <http://cloudworks.ac.uk/index.php/cloudscape/view/1870>).
- Working with Tom Browne at the University of Exeter on Cloudworks to support a review of the literature pertaining to: *The positioning of educational technologists in enhancing the student experience*. This project is "using Cloudworks as a place where you can share awareness of, and critically evaluate the literature in order to inform a literature review funded by the HEA, which aims to assist HEIs in determining what they really expect from, and how they may choose to develop, their educational technologists. The resultant Cloudscape will be referenced in the final report to the HEA and in appreciation of your contributions, you will be acknowledged explicitly in the report". We are now working with Tom Browne to explore the use of Cloudworks as a 'wrap-around' for his JISC-funded OER project. A workshop will be held in Exeter on the 17th November to initiate this work.
- Reading Design Challenge event: c.30 participants (July 2009). One participant wrote 'It was very interesting to talk to people at the University with whom I would not normally have the opportunity to have discussions and also the OU people were very generous with their time explaining the software.'
- OU hosted the 2009 European LAMS & Learning Design Conference (July 2009): <http://lams2009.lamsfoundation.org/index.htm>
- ALT-C workshop (September 2009): <http://altc2009.alt.ac.uk/talks/show/6872>
- Two learning design workshops were delivered to the OU Business School as part of the development of their new MBA. (2009)
- Partner Project Plan: workshop, drafted and agreed
- Critical friends group in operation since Summer 2009
- Discussions with the Mobile eLearning Community Group at the OU in respect to using Cloudworks and a cloudscape set up
- Set-up a webpage on Cloudworks (a cloud) asking for views and comment about different approaches to design in an educational context (<http://cloudworks.ac.uk/cloud/view/2588>)
- As a result of the new functionality and redesign launched in July 2009 we have seen a significant increase in use of the site and the emergence of new patterns of user behaviour. The most exciting of these are the flash debates, where Cloudworks is used as a space to discuss topical issues and aggregate relevant resources (eg. 'Is twitter killing blogging', 'the changing nature of conferences' and 'using google wave for learning and teaching') and the open reviews, where Cloudworks is used to elicit views and references around a set of research questions (eg. Tom Browne's review and a current review on the use of web 2.0 in HE).

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

- Continuing development of CompendiumLD including a Mac and Linux installer, revisions to export functionality and joint development group established with other OU Compendium development projects
- Video-cast introduction to Cloudworks (4 minutes) (see Cloudworks or JISC U-Tube site)
- Project Poster (used at ALT-C): <http://altc2009.alt.ac.uk/talks/show/6872>
- Process mapping workshop for project partners (October 2009)

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- CompendiumLD workshop in Southbank (January 2009)
- Two learning design workshops delivered to the OU Business School (May 2009)
- Workshop on visualisation delivered to the Learning Teaching Solutions unit (April 2009).
- Getting Started with CompendiumLD slideshow (http://www.slideshare.net/andrew_x/getting-started-with-compedium-ld-new-version)
- Development of a Learning Design toolbox of tools, resources, activities and session-types has been initiated, which now has a significant number of clouds associated with it. This cloudscape has proved useful in preparing for different workshops and as a place to point people to the current state of play in terms of our outputs. The intention is to host a version for public addition of resources and tools and an OU version for use by the project in its institutional work.
- OULDI Flier (http://ouldi.open.ac.uk/OULDIA4_oct_08.pdf) and a cloudworks leaflet.
- Developing and collecting a series of possible Curriculum level representations (<http://cloudworks.ac.uk/cloudscape/view/1907>)
- A number of cloudscales related to learning design have been set up, including: 'design tips', 'curriculum design representations' and a 'pedagogical toolkit'
- Guidance material on using Cloudworks has been improved and a cloudscape set up, guidance is classified as introductory or intermediate. A short four minute movie provides a simple over to the site and the key concepts. A more detailed 30-minute presentation with audio is also available.

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.

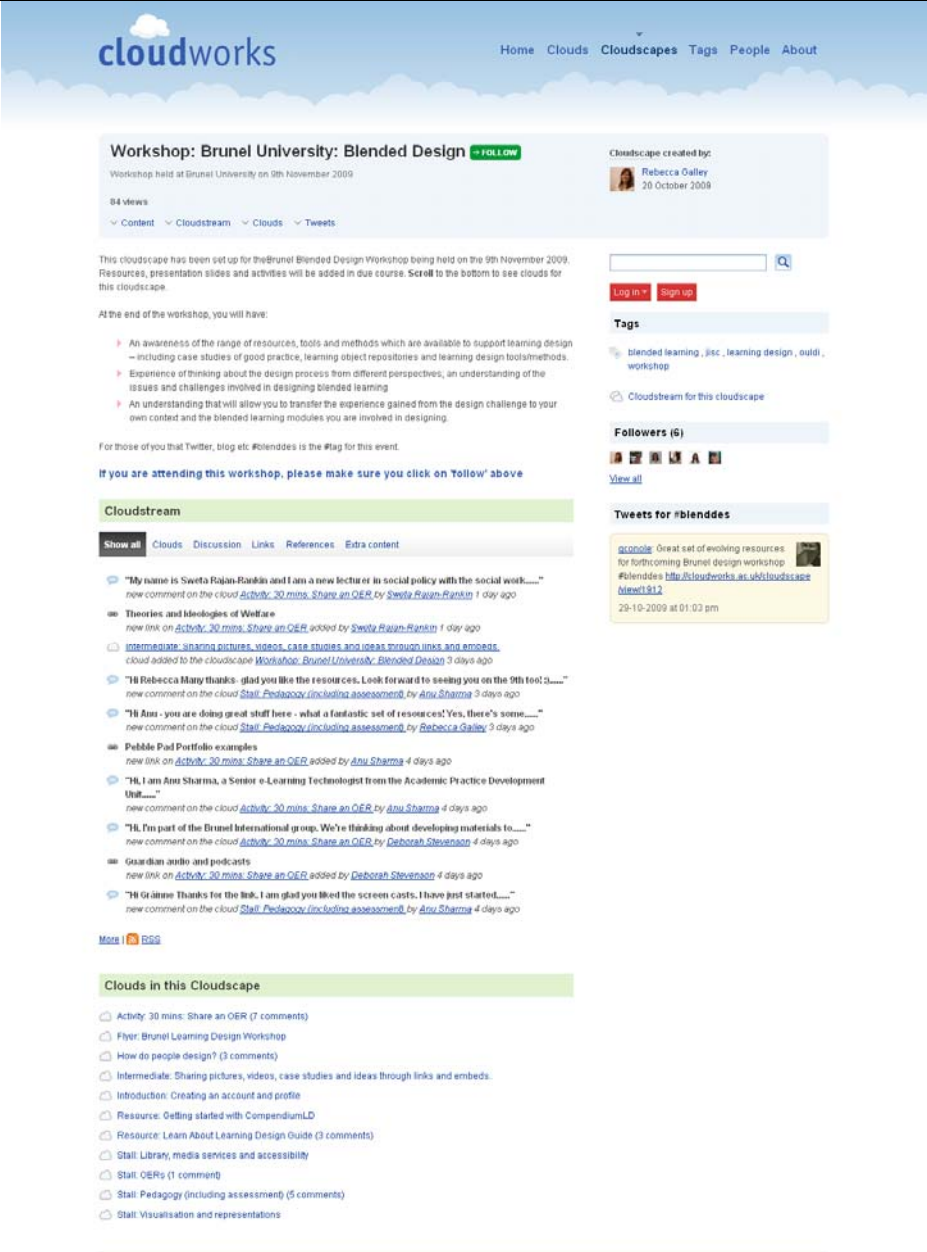
- Continuing development of Cloudworks site: major redesign of Cloudworks site (www.cloudworks.ac.uk) and significant new functionality added (RSS feeds, activity streams, follow and following concepts, links, academic reference and additional content etc.). The redesign was launched at the beginning of July 2008. As a result we are seeing significant increase in use and new patterns of user behaviour emerging. See <http://e4innovation.com/?p=337> which outlines the types of cloudscales we are seeing emerge.

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The screenshot shows the Cloudworks website homepage. At the top, the logo 'cloudworks' is displayed in a blue font with a cloud icon. To the right, a navigation menu includes 'Home', 'Clouds', 'Cloudscapes', 'Tags', 'People', and 'About'. Below the navigation, a welcome message reads: 'Welcome to Cloudworks, a place to share, find and discuss learning and teaching ideas and experiences. [Find out more](#)'. To the right of the welcome message is a search bar and two buttons: 'Log in' and 'Sign up'. The main content area is divided into three columns. The left column features a 'Featured Cloudscapes' section with a thumbnail image of a group of people and a list of items: 'Flash debates', 'Reviewing the use(s) of Web 2.0 in higher education', 'Workshop: ETUG Fall Workshop: Learning Design', 'ALT-C 2009', and 'The Cambridge International Conference on Open and Distance Learning Conference'. Below this is a 'Cloudstream' section with a 'Show all' button and a list of recent updates, including comments and new links. The middle column contains an 'Active Clouds' section with a list of 10 items, such as 'Changing nature of conferences' and 'What will the university of tomorrow look like?'. The right column features a 'Cloudworks Blog' section with a list of recent blog posts, including 'On the road...', 'Cloudworks in Greece!', and 'Preparing for the ETUG workshop in Canada'. At the bottom left of the page, there are links for 'More' and 'RSS'.

Cloudworks Homepage (September 2009)

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The screenshot shows a Cloudworks Cloudscape page for a workshop at Brunel University. The page title is "Workshop: Brunel University: Blended Design" with a "FOLLOW" button. It indicates the workshop was held on 9th November 2009 and has 84 views. The Cloudscape was created by Rebecca Galley on 20 October 2009. The page includes a description of the workshop, a list of learning outcomes, and a "Cloudstream" section with various user comments and links. A "Clouds in this Cloudscape" section lists individual resources and their comment counts. The page also features navigation links (Home, Clouds, Cloudscapes, Tags, People, About), a search bar, and social media integration (Twitter, Facebook, RSS).

Workshop: Brunel University: Blended Design [FOLLOW](#)

Workshop held at Brunel University on 9th November 2009

84 views

Content Cloudstream Clouds Tweets

This cloudscape has been set up for the Brunel Blended Design Workshop being held on the 9th November 2009. Resources, presentation slides and activities will be added in due course. **Scroll to the bottom** to see clouds for this cloudscape.

At the end of the workshop, you will have:

- 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.
- Experience of thinking about the design process from different perspectives, an understanding of the issues and challenges involved in designing blended learning
- 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.

For those of you that Twitter, blog etc: #blendes is the #tag for this event.

If you are attending this workshop, please make sure you click on 'Follow' above

Cloudstream

Show all Clouds Discussion Links References Extra content

- "My name is Sweta Rajan-Rankin and I am a new lecturer in social policy with the social work..."
new comment on the cloud [Activity: 30 mins: Share an OER](#) by [Sweta Rajan-Rankin](#) 1 day ago
- Theories and Ideologies of Welfare**
new link on [Activity: 30 mins: Share an OER](#) added by [Sweta Rajan-Rankin](#) 1 day ago
- Intermediate: Sharing pictures, videos, case studies and ideas through links and embeds.**
cloud added to the cloudscape [Workshop: Brunel University: Blended Design](#) 3 days ago
- "Hi Rebecca many thanks - glad you like the resources. Look forward to seeing you on the 9th Nov!"
new comment on the cloud [Stall: Pedagogy \(including assessment\)](#) by [Anu Sharma](#) 3 days ago
- "Hi Anu - you are doing great stuff here - what a fantastic set of resources! Yes, there's some..."
new comment on the cloud [Stall: Pedagogy \(including assessment\)](#) by [Rebecca Galley](#) 3 days ago
- Debbie Pad Pittfolio examples**
new link on [Activity: 30 mins: Share an OER](#) added by [Anu Sharma](#) 4 days ago
- "Hi I am Anu Sharma, a Senior e-Learning Technologist from the Academic Practice Development Unit..."
new comment on the cloud [Activity: 30 mins: Share an OER](#) by [Anu Sharma](#) 4 days ago
- "Hi, I'm part of the Brunel International group. We're thinking about developing materials to..."
new comment on the cloud [Activity: 30 mins: Share an OER](#) by [Deborah Stevenson](#) 4 days ago
- Guardian audio and podcasts**
new link on [Activity: 30 mins: Share an OER](#) added by [Deborah Stevenson](#) 4 days ago
- "Hi Galley Thanks for the link. I am glad you liked the screen casts. I have just started..."
new comment on the cloud [Stall: Pedagogy \(including assessment\)](#) by [Anu Sharma](#) 4 days ago

[More](#) [RSS](#)

Clouds in this Cloudscape

- [Activity: 30 mins: Share an OER](#) (7 comments)
- [Flyer: Brunel Learning Design Workshop](#)
- [How do people design?](#) (3 comments)
- [Intermediate: Sharing pictures, videos, case studies and ideas through links and embeds.](#)
- [Introduction: Creating an account and profile](#)
- [Resource: Getting started with CompendiumLD](#)
- [Resource: Learn About Learning Design Guide](#) (3 comments)
- [Stall: Library, media services and accessibility](#)
- [Stall: OERs](#) (1 comment)
- [Stall: Pedagogy \(including assessment\)](#) (5 comments)
- [Stall: Visualisation and representations](#)

Cloudworks Cloudscape page (September 2009)

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

- See Section 6 of this report

Other outputs

- Pedagogy Profiler tool now available as a cloud
- A 3D mapping of tools to pedagogy prototype has also been produced
- Development of an OULDI toolbox of tools, resources, activities and session-types begun. Twenty nine learning objects have been included to date.

Section Four: Outcomes and Lessons Learned

Challenges

Some of the key challenges we have identified are:

- 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?

Our baseline activities broadly support our earlier evaluation on which the Project Plan was based. The Project Plan outlines how the project will enhance curriculum design and this remains relatively unchanged.

Key messages

Process Mapping

Curriculum design at the OU is based on a Stage Gate process. The diagrammatic representations (of the mainly text based content on the Curriculum Management Guidelines) have been well received by all those who have participated in the interview activities, as easy to use reference guides to the Stage Gate process.

The construction of the flowcharts from the many document sources has highlighted that some of the information may be out-of-date, different between faculties or confusing resulting in possible reduced user confidence in the information available and the need for a central process owner. The outcome of this is that the Stage Gate Good Practice project has taken an action to review and re-write the content on the Curriculum Management Guidelines intranet.

The project has proposed that the flowcharts be up-loaded to the new version of the Curriculum Management Guidelines as reference guides to the text content. However, as everything seems to have the same weighting in the text, a challenge for this project will be to identify what is really important about completing the Stage Gate process and in particular where a mapping of pedagogy fits this.

One of the benefits of mapping the curriculum design process has been to identify the complexity of the Stage Gate process and explore whether the process still fits with courses that require, for example, to be developed and marketed within a year and the extent to which the award and course levels design processes are integrated.

Staff survey and interviews

The majority of staff responding to a questionnaire survey (n=50) believed the advent of elearning is making the process of creating course more complex. Around half believed that it is becoming harder to understand how all the parts of planned learning and teaching fit together with 69% agreeing or agreeing somewhat that there is a need for clearer methods of representing the structure and key content/components of a course.

The data showed a range of perceptions and practices. On the one hand around half (approximately 50%) were concerned with the increasing use of ICT in teaching whilst a larger group indicating the need for support, confidence building and tools. However there was a second group (approximately 25-30%) who did not seem overwhelmed with the use of ICT.

There exists strong support for the use of visualisation in developing student materials and for use with

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students: over 70% of staff believed that more use of visual representations could help students better understand and plan their study. There was also a variety of visualisation techniques commonly used by staff including mind-mapping. This underscores the importance of continuing to develop visualisation tools and good practice in their use.

There was a strong belief in the educational potential of ICT but confidence that this potential would be realised was weaker. It was also clear that almost half of staff felt the advent of new technologies was changing for the better their process/method of design and planning. Around half of staff felt that new pedagogies will be required when teaching with elearning which further underlines the importance of sharing new or innovative design ideas.

Assessing Changes to the curriculum design processes

Our approach to measuring, recording and analysing our interventions is outlined fully in the current revision of our Evaluation Plan (attached). So far we have gathered the following evidence.

Agile development and community engagement

We have learnt a lot in the last six months in the development and evaluation of Cloudworks. Our agile development approach to the design of the site has worked well. We have been able to adopt a flexible approach which is user driven and aligned technical developments with user needs. We have seen the emergence of new patterns of user behaviour and particularly since the launch of the new look and feel in July we have seen evidence of the site acting in distinct ways, complementing other web 2.0 tools like twitter and blogs. We are beginning to see evidence of the site being self-sustaining, with the emergence of Cloudworks champions who are actively using the site within their community. The site is truly international; almost 1,500 users are registered with the site, but we have almost 20,000 unique visitors from 134 countries. Clouds are being set up not only in English but in Dutch, Danish and German. We have plans as part of a related project to create a Greek version of the site for use with teachers in Cyprus and Greece. We now have a number of strategies in place to promote community engagement, including working through key agents who represent a particular community. For example Sylvia Currie is a key feature in the Canadian e-learning community and she is planning to shift a lot of the community-level support she is involved with for that community to Cloudworks. We have had similar conversations with the Irish ILTA community and presented as part of their relaunch of their website at the beginning of October. Other mechanisms for getting community engagement include use of the site around events, it is proving particularly useful as a shared space for conferences and workshops. As noted earlier flash debates and open reviews have emerged as new patterns of user behaviour in recent months. Theoretically we are developing our ideas in terms of what engagement on the site means, as well as our definition of 'communities' or 'clusters of interest' for the site. Our design and evaluation approach is detailed in a recently published Computers and Education paper and our theoretical underpinnings to the work in an AJET paper.

Representations

At the start of the project we had a pretty good understanding of how to represent design at the activity level. We had developed and trialled our task swimline representation and embedded it into our visualisation tool CompendiumLD. However over the past six months we have made significant progress in terms of representing designs at the block and whole curriculum level. This includes work using concept mapping to relate block level activities to learning outcomes. In addition as part of the Course Business Models work now have five curriculum level representations and we are currently in the process of generated a series of exemplars to showcase these. We have also being developing our ideas around 'design methods' or schema and the two widgets mentioned earlier are examples of this. We are also exploring how we can combine some of the learning design visualisations we have developed with more metaphorically based representations used in pedagogical patterns work. Under the OLnet initiative we ran a workshop in July which explored this. This work has resulted in one conference paper and one chapter to date.

Emerging Ideas/Opportunities (not detailed elsewhere)

The importance of ensuring there are good mechanisms for the easy sharing of visualisations is becoming apparent. It is also becoming apparent that there are many potential uses for a design visualisation later in the production or delivery process - for example In some related developmental testing work recently, we took a standard CompendiumLD mapping of a course unit and superimposed over it mini-tables, graphs and annotation of developmental testing data from students. This visual method of representing quite complex data has been well received by the course team and will be used later in the year for a workshop

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presentation.

Section Five: Communications and Dissemination Activities

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Project Communication and Dissemination Activities

External

- OLNET Workshop (July 2009)
- ALT-C Workshop (September 2009) co-presented with our other Cluster partners
- JISC October 2009 Experts meeting (October 2009)
- Process mapping workshop to share best practice with our partners (October 2009)
- Italian e-learning society (Sept 2009)
- ILTA launch (October 2009)
- ETUG workshop, Vancouver (October 2009)
- University of Nicosia (October 2009)
- TechItUp conference, Kamloops, Canada (October 2009)
- AECT presidential address, Louisville (October 2009)
- A series of keynotes and workshops in Melbourne, Australia (May 2009)
- CSCL conference, Greece (June 2009)
- E-portfolio conference, London (June 2009)
- EDEN conference, Gdansk (June 2009)
- LAMS conference, Milton Keynes (July 2009)
- University of Limerick (May 2009)

Internal

- In addition to communication with key stakeholders, the project has held meetings with Head of Marketing, with Online Services, Finance, Faculties, Course Business Models working group, Library, Learning Innovation Office, and other Stage Gate Projects.
- Interviews with ca. 40 stakeholders as part of the curriculum baseline mapping exercise.

Other Communication and Dissemination Activities

- Presentations internally and externally about the work at conferences and workshops (most recently Italian E-learning Society, Cambridge International Conference of Open and Distance Education) HCI workshop (December 2008)
- A series of conference papers, book chapters and journal articles on different aspects of the work. This includes two peer-reviewed journal articles on Cloudworks, a book chapter outlining the origins of OULDI work, a book chapter on linking learning design and pedagogical patterns work, a book chapter with the four partner institutions outlining the pathfinder work, which the JISC-OULDI project is building on, and a book chapter comparing visualisation with pedagogical patterns as part of a new book on pedagogical patterns
- Many aspects of the ongoing work of the team are reflected in the personal blogs of Andrew Brasher, Juliette Culver and Grainne Conole. In addition we actively blog on the Cloudworks site, as well as creating and fostering a range of clouds across the site.

Project publicity

Cloudworks is attracting comment indicating a growing sense of interest and a 'buzz'. There is a sense the site is offering something a little unique which works well in conjunction with other tools like twitter and individual blogs and is more intuitive and easy to use than some more complex general social networking sites. For example: <http://opob.edublogs.org/2009/10/07/cambridge-cloudworks/>.

The work is receiving considerable interest internationally, as is evident by the number of invited keynotes and workshops which have occurred. Feedback on what we are doing via such events is vital and helps inform our ongoing work.

Section Six: Evaluation

The project Evaluation Plan has been revised over the summer although there have been no major changes. We have instead sought further clarification of what will be collected and of some definitions such as 'professional knowledge' and 'community' (for which we began a discussion on Cloudworks asking for views and using this to develop our own thoughts). We have also created a visualisation mapping all the data required, where this will be stored and when it will be used.

Planned evaluation activities in the next six month

- Continued monitoring of Cloudworks and CompendiumLD general use statistics and key user data in addition to reviewing relevant feedback from users
- Analysis of Cloudworks use data for indication of continuing use or patterns
- Questionnaire survey of those involved in pilots before each trial (too early to expect any post-trial questionnaires to be completed)
- Ongoing surveying of Cloudworks and CompendiumLD users with online questionnaire
- Feedback and evaluation from project events including documents produced by participants. The next planned event is the Brunel Blended Learning Design event (November 2009)
- Feedback and evaluation on any relevant project deliverables with mapping of feedback, comments and requests to work plan.
- Associated project management activities such as ongoing review of project structures
- Review to ensure a balance of different types of community are being included
- Beginning of comparison of process mapping (see Baseline) with individual activity – at this stage this is mainly anticipated to include recording of documents for later analysis.
- Ongoing blogs and reflective log

Cloudworks (interim) data

As of the 1 October 2009, there were 1224 registered users and 3985 tags. The number of comments from non-team members is already double that of those added by the team. The following outlines the number of Clouds and associated features currently on the site (note: the embed and content functions have only recently been introduced):

	Total	All non-Team users	OULDI team
Clouds	1260	409	851
Cloudscapes	103	63	40
Comments	1596	1093	503
Links	1273	340	933
Extra Content	132	68	64
Embeds	24	5	19

Over the last few months there has been a steady increase in activity on Cloudworks:

	Total added in September 2009 (added by team)	Added in August 2009	Added in June 2009
Clouds	179 (128)	128	113
Cloudscapes	21 (3)	4	14
Comments	429 (216)	19	191
Links	786 (585)	Not available	Not available
Extra Content	104 (46)	Not available	Not available
Embeds	Introduced during the month	Not available	Not available

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For further information see also: <http://e4innovation.com/?p=337> which outlines some of the new patterns of behaviour we are seeing.

CompendiumLD (interim) data

Feedback from a CompendiumLD workshop delivered to media developers and managers revealed that 75% thought CompendiumLD appeared 'a useful tool for learning design' and for almost half the session helped 'to change the way I think about and visualise designing learning'. Around 20-25% of those attending the workshop said they had used CompendiumLD in their work during the few months after. Users liked the: 'clear visual layout, good for sharing ideas with others', 'Drag and drop. Icon-based interface', 'the ability to have a background template, which can be used to ensure that a course design conforms to a series of norms', 'the fact you can change the layout quickly and easily', 'communicating the overall structure of a course' '[the] timing features a[and] text/note features'.

Measuring the number of CompendiumLD downloads is problematic because not everyone gives details, such an email address, when they download. However, as of early November 2009, we know CompendiumLD had been downloaded by 620 people (or rather people giving 620 different email addresses). Of these at least 86 were OU staff.

Section Seven: Issues and Challenges

Report on issues or problems that are impacting on the development and implementation of the project. Detail what impact any issues may have on the achievement of project targets, and set out how you plan to tackle these issues. Report on any unexpected project achievements.

Challenges

Some of the key challenges we have identified are:

- 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?

Stakeholder engagement

We have found that following general good practice in stakeholder engagement and communication has been useful. A particular success was in the production of our process maps where we were able to give something back in return for the time participants gave us in making the mapping.

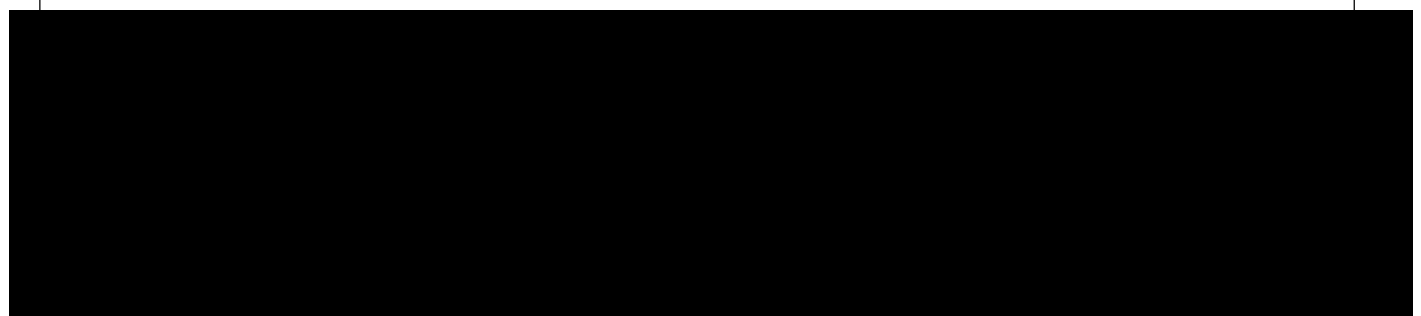
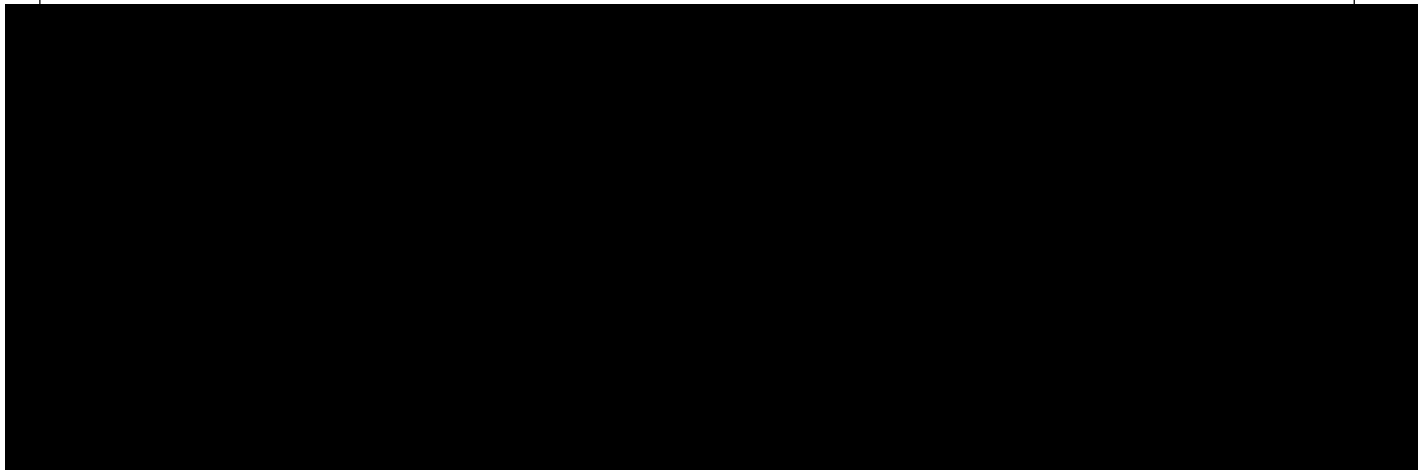
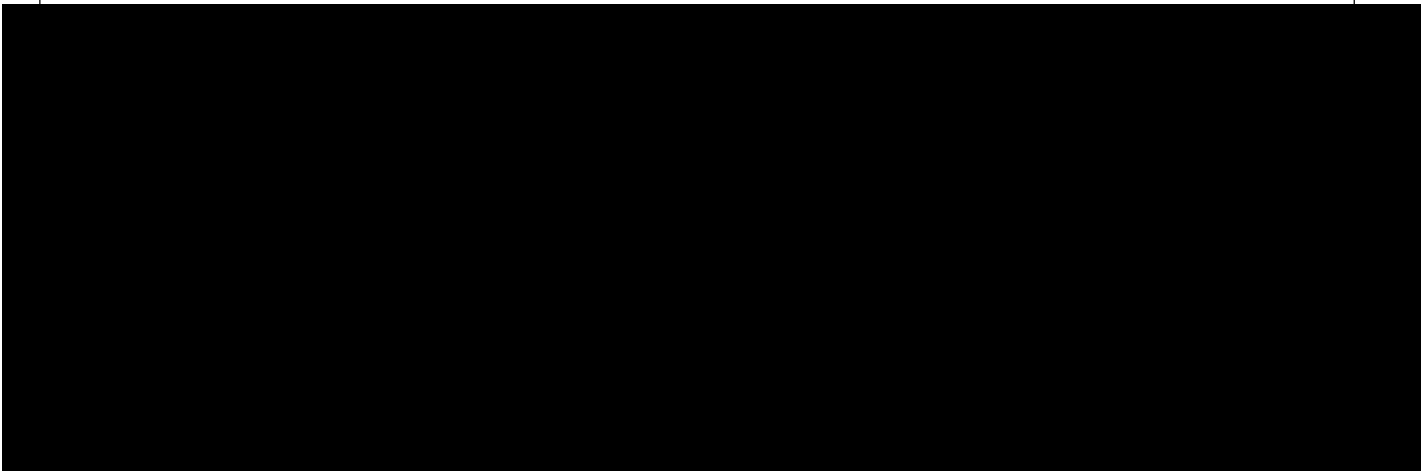
Unanticipated outcomes

The production of the Curriculum Design maps has been well received by the OU Curriculum and Awards Office. The core purpose of the CAO is the effective management and strategic development of the University's curriculum portfolio. The identification of problems with the Stage Gate documentation has identified the need for a re-write of process documentation. The visual representations of the Stage Gate process have also identified to the CAO the complexity of process which has evolved over the last five years in conflict with the original intention of the Stage Gate process. The maps are being used to help with a process review of Stage Gates 1 and 2. The project suggestion to the CAO that a first step to improving the process is to appoint a process owner has been raised to the Pro-Vice-Chancellors for Curriculum and Awards, and Learning, Teaching and Quality.

Section Eight: Collaboration and Support

Institutional Approaches to Curriculum Design Programme

Briefly summarise contact with the programme manager, critical friends and support team, formal or informal links with other projects, programme-related activities, and ways in which you have been able to influence the development of the programme.



The following can be published

Related work

The institutionally funded stand of OULDI work finishes in December 2009, however we have ongoing commitments to the work internally.

The Hewlett funded OLnet (<http://olnet.org>) started in March. A major strand of work under this is on application of the OULDI work to an OER context. As mentioned earlier we have made good process on this front and it has already resulted in a number of publications. Professor Yannis Dimitriadis from the University of Valladolid was a visiting professor we us frm April – August 2009.

We have been successful in securing EU-funded for a project with Cyprus and Greece, which aims to use OUDLI tools and methods with teachers in these countries.

Irma Puccina was a visiting Santander fellow with us from August to October 2009 and did some nice work using CompendiumLD and Cloudworks around personalised learning.

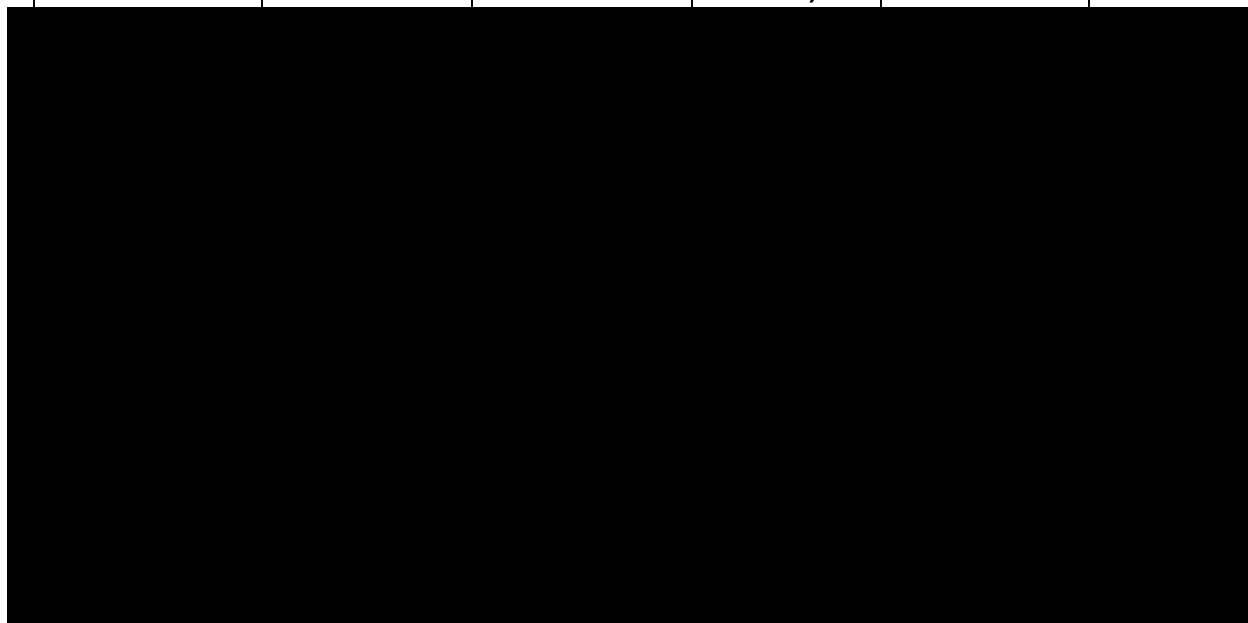
Section Nine: Financial Statement

Institutional Approaches to Curriculum Design Programme

See below

Total Grant	£400,000	Duration of project	3.75 years
Reporting Period	Project start to October 2009		

Budget Headings	Total budget allocated	Expenditure 08/09	Expenditure 09/10 (as of mid-October)	Total expenditure to date	Further information
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Checklist:

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.