



Project Document Cover Sheet

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Project Information			
Project Acronym	DUCKLING		
Project Title	Delivering University Curricula: Knowledge, Learning and INnovation Gains		
Start Date	1/11/2008	End Date	31/10/2010
Lead Institution	University of Leicester		
Project Director	Prof Gilly Salmon		
Project Manager & contact details	Jaideep Mukherjee Beyond Distance Research Alliance 1813 Attenborough Tower, University of Leicester University Road, Leicester LE1 7RH E: jaideep.mukherjee@le.ac.uk T: +44 (0) 116 252 2805 F: +44 (0) 116 252 5373		
Partner Institutions	NA		
Project Web URL	http://www.le.ac.uk/beyonddistance/duckling/		
Programme Name (and number)	Transforming curriculum delivery through technology		
Programme Manager	Lisa Gray		

Document Name			
Document Title	Interim Progress Report		
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Author(s) & project role	Prof Gilly Salmon (Project Director), Dr Alejandro Armellini (Project Adviser and CARPE DIEM leader); Dr Ming Nie (Research Associate) and Jaideep Mukherjee (Project Manager)		
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Document History		
Version	Date	Comments

Interim Report

Project Name	<i>DUCKLING (Delivering University Curricula: Knowledge, Learning and Innovation Gains) Project, University of Leicester</i>
Report compiled by	<i>Alejandro Armellini</i>
With contributions from	<i>Gilly Salmon, Ming Nie, Alejandro Armellini, Jaideep Mukherjee</i>
Reporting period	Project start to August 2009

Section One: Summary

Provide an overview of the project to date, highlighting key developments, deliverables/outputs and achievements for the reporting period. This section may be used to inform the Programme and Support team, and may also provide the basis for an update to inform the sector about the project.

DUCKLING has made a big impact on the course teams and the students involved and is starting to give direction for the institution as a whole regarding work-based and distance learning 'delivery' (presentation). Podcasting has been confirmed as an outstanding intervention - adaptable, accessible, adoptable, high-value and low-cost. Second Life interventions have promoted creativity and innovation by the course teams of the highest order and implementation and research with the students is starting. E-book readers have proved enticing but demanding to deploy but they too will be piloted soon. The DUCKLING team-work across professional and academic disciplines has been exceptional. DUCKLING has very much benefitted from peer support from other projects in the programme. Dissemination started from Day 1 and continues apace.

Section Two: Activities and Progress

Report on activities in support of project objectives for the reporting period.

Briefly explain any changes to the overall approach outlined in the project plan. Note any changes to the project team, aims, objectives, technical approach, workpackages, deliverables, milestones or the Project Steering Group. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).

There is no significant change to the overall approach outlined in the project plan. There has been no deviation from the planned activities. The key activities in support of project objectives are listed below:

- Podcasting inventions supported by:
 - 2 Podcasting design and production workshops with the Psychology team
 - 2 Podcasting training workshops with the Education team
 - A series of information production support sessions to the two course teams
- Second Life interventions supported by:
 - 2 training and design workshops with both teams
 - A series of informal face-to-face training and discussion sessions
- E-book reader interventions supported by:
 - Liaison and negotiation with the university library and publishers regarding copyright and IPR issues
 - A series of production support, information exchange and knowledge sharing sessions with both course teams
- E-moderating course provided to both teaching fellows
- Review of current practices in consultation with three stakeholder groups: the course team,

past/current students and employers through:

- Analysis of programme documentation
- Surveys and in-depth interviews
- Evaluation of the impact of the enhanced curriculum on the experience of students and staff through:
 - Regular monitoring of the Blackboard discussion board
 - Discussions with staff
 - Analysis of course documents
 - Surveys and interviews with students and staff
- Reporting:
 - DUCKLING project plan
 - DUCKLING interim report to JISC
 - Baseline reports
 - Intervention report (Psychology)
- Monthly project meeting to discuss:
 - Progress made
 - Issues encountered
 - Support needed
 - Outcomes and results fed back
 - Forward planning
- Steering group meetings
- Dissemination activities (See Section Five of this report)
- DUCKLING external evaluation (phase 1, 20 July 2009)

Section Three: Outputs and Deliverables

What outputs are you expecting to arise from the project? Specify the audiences your expected outputs will be for. (Note: you should have received a mapping tool to help you specify these). This should include a short paragraph summarizing expected technical outputs/system integrations etc.

What outputs, if any, have you produced in this reporting period? Include any outputs, including interim and work in progress, that you have shared with other projects e.g. via the Circle site or workshops. Are there any other outputs you would like to share at this time? Please describe, provide URLs or attached documents etc

The outputs and deliverables that the DUCKLING project has produced at this stage are included in Appendix by using the guidance tool on mapping outputs provided by JISC.

Section Four: Outcomes and Lessons Learned

What key messages have arisen from your baselining process that might be of interest to the wider sector? Please tell us:

- *What you now consider to be the key problem(s) or challenge(s) in curriculum delivery within your department(s) / institution?*
- *How your project will enhance curriculum delivery and/or address the problem(s) within your department(s) / institution in light of your baseline activities?*
- *What measures you will use to assess the impact of enhanced curriculum delivery on the range of stakeholders in your department(s) / institution, and what sources of data will be used to evidence the changes? What evidence have you collected so far?*

Outline any emerging outcomes or lessons that have been learned during this reporting period that could be passed on to other projects Please identify those that could be passed on to other projects, and those that

are confidential and require further discussion as to how they could be used to help others. Also outline any new ideas or opportunities that have emerged.

1. Key challenges in curriculum delivery

Three work-based distance learning programmes in two disciplines at the University of Leicester are committed at all levels to work with the DUCKLING project: MSc in Occupational Psychology and Psychology of Work offered by the School of Psychology; and MA in Applied Linguistics and TESOL offered by the School of Education.

Within each discipline, we consulted three stakeholder groups: the course team, the past and current students, and the employers to identify the key problems or challenges in curriculum delivery. The common challenges faced by the two course teams in curriculum delivery are summarised below:

- Creating a more flexible teaching and learning environment to engage time-poor students.
- Fostering a more interactive, fun and supportive teaching and learning environment through enhancing student-student and student-tutor interaction, as the course content is considered 'dry', and students on the course feel quite isolated from the tutors and other students.
- Enabling skills development and translating theory into practice, as a large number of students on the course are work-based learners.

Apart from the three common problems shared by both course teams, the Education team is faced with an additional challenge. The team began to use Blackboard for this programme in September 2008 and has been focusing on converting all the course materials into appropriate formats before September 2009.

2. How to address these challenges in curriculum delivery

As part of the DUCKLING project, the Psychology team is addressing the challenges in curriculum delivery through:

- Increasing the flexibility and mobility of student learning and engaging time-poor students through the use of podcasting and e-book readers
- Enhancing interaction between tutors and students and among students through the use of podcasting and Second Life
- Increasing course interactivity and variety through Second Life
- Creating a more personalised, interactive and supportive teaching and learning environment through the provision of a series of podcasts covering:
 - Dissertation-related podcasts explaining dissertation process and providing guidance
 - Assignment-related podcasts explaining and clarifying assignment requirements
 - Research methods related podcasts explaining research methods used in occupational psychology
 - Feedback enhancement, providing prompt, timely, detailed and personalised feedback by tutors

The Education team is addressing the challenges in curriculum delivery through:

- Increasing the flexibility and mobility of student learning and engaging time-poor students through the use of podcasting and e-book readers
- Enhancing interaction between tutors and students and among students through the use of podcasting and Second Life
- Increasing the interactivity of the course material through the focused and purposeful use of podcasting and Second Life activities.

An unexpected outcome of the DUCKLING project has been the development of skills, procedures and systems within the School of Education with regard to the use of Blackboard as a tool for curriculum delivery. The Education team's use of Blackboard as an interactive tool previously was limited to unstructured general discussion. The introduction of more advanced technologies through DUCKLING has generated enthusiasm amongst some of the course team members to also use Blackboard in more innovative ways to increase student-student, and student-tutor interaction, and to intensify student engagement with the course materials. A small part of the DUCKLING teaching fellow's time (Education), which was originally allocated to tutoring students on the MA TESOL, is now being devoted to assisting the course team with redesigning parts of the curriculum and streamlining the tutor/ e-moderator support system. Work is under way to develop structured e-tivities for formative assessment, which will be e-moderated on Blackboard. This change -which is partly a curriculum *design* change, but also involves a strategic reallocation of human resources (amongst associate tutors and e-moderators)- is being piloted with students who choose the Materials Development option in September, and is likely to be implemented across the whole MA TESOL programme from March 2010. We believe that the efforts put into developing the course team's expertise in this regard will increase the sustainability of the DUCKLING intervention as a whole.

3. Evidence collected so far

Psychology

The Psychology course team developed podcasts in four categories: dissertation guidance, assignment guidance, research methods and learner feedback, and have made them available through Blackboard since April 2009. Evidence of the impact of student use of these podcasts has been collected through student interviews, surveys and from the Blackboard discussion board.

- Overall, what did students think of the podcasts?
Students appreciated the podcasts provided by the course team. They used words such as 'excellent', 'helpful', 'useful', 'motivating', 'beneficial', 'reassuring' and 'I like it a lot' to describe their positive experience of using podcasts.
- How did students use the podcasts?
Some students downloaded the podcasts and listened to them from their mobile devices such as an MP3 player or iPhone, indicating that they recognized the affordances of podcasting in supporting their learning on the move. Some used the podcasts directly from Blackboard, indicating that they might need further guidance on how to use the podcasts in a different way. Some listened to the same podcast again and again until they fully understood its content.
- What did students consider beneficial to their learning by using the podcasts?
 - *Building tutor-student relationship*

Students said that 'listening to the tutor's voice' and 'hearing the tones' in a podcast resembles 'direct communication' or 'getting their time' and 'having a conversation'. It makes their learning more lively and 'personal'. Students feel more 'connected' and 'closer to the tutor' when listening to the podcasts.

- *Providing quality instruction and guidance*

Students reported that podcasts are an effective way of delivering quality instruction and guidance. 'Hearing the voice, tone, emphasis and pause' helps 'clarify' things. It helps deliver 'clearer instruction and guidance' and provide more detailed information on specific points. It helps students 'focus' and 'concentrate' on certain points and 'understand more of the content'. Students feel that the podcasts help with 'consolidating', 'reconfirming', 'reassuring', and they feel more 'comfortable' and 'confident' that they're 'on the right track'.

- *Increasing flexibility and mobility in learning*

Students recognised the benefit of using podcasts in a car or on a bus, at work or at home whilst doing something else, indicating that they appreciate the potential of podcasting in increasing flexibility and mobility of their learning.

The Impact of podcasting on staff experience has been collected as well. Here is a summary of the staff perspectives.

- Reduced traffic on Blackboard (BB)

The Psychology tutors observed that in general, 80-90% of the postings on BB are to do with assignments and the common questions keep coming back. After providing podcasts for assignments for Module 4, the tutors have noticed a reduction in the postings requesting help on the assignments. Within Module 4, there are 171 posts in total on the BB discussion board. By comparison, there are 305 posts for Module 3 and 265 posts for Module 2, for which podcasts were not provided.

Not only did the number of questions relating assignments decrease, but the nature of the questions changed. Much of the traffic has been students chatting with each other about being half way through their course! They have also been answering each other's questions.

- Improved retention rate

Initial findings suggest that podcasts have had a positive effect on progression and retention. Figures from the October 2008 cohort (with access to podcasts) show a high progression rate to their 2nd year, compared to previous cohorts, as shown in the table below:

Student progression data – Occupational Psychology and Psychology of Work

Year	Intakes	Total number of students registered to start the course	Total number of students proceeded to the 2nd year
2005	October Intake	43	29
	April Intake	21	16
2006	October + April Intakes	44	34
2007	October Intake	46	28

	April Intake	9	5
2008	October Intake	54	48

- Other benefits in using podcasts

The course team also reflected on other benefits of using podcasts to support teaching. For example, podcasting can be quicker to deliver certain types of messages than writing. It is effective in providing explanation, guidance and feedback. The tutors are motivated to produce more podcasts as they found that students show significant and positive engagement.

The Psychology team will continue to produce more podcasts for module assignments, research methods and assessment feedback in the next phase. The evidence regarding the impact of these podcasts on the student experience will be contained in the next interim report.

The Psychology team will start to use Second Life (SL) from September 2009. An SL activity (SL-tivity) simulating an evacuation procedure will be integrated into the Training and Development module. A structure of this SL-tivity has been produced. An oil rig has been placed in the University's Media Zoo island for students to interact with. Details about the oil rig development and the SL-tivity are under development. Student recruitment and training will start in September 2009. The evidence regarding student learning experience through this SL-tivity will be reported in the next interim report.

The team will start to use e-book readers from September 2009. The e-book readers will be pre-loaded with the course materials and dissertation podcasts and given to 15 students on the April 2009 cohort. Evidence regarding the student experience in using the e-readers will be reported in the next interim report.

Education

The Education team has produced podcasts and integrated them into Module 3 'Language, Discourse and Society' to increase the interactivity of the material. These podcasts include,

- 2 introduction podcasts
- 1 podcast on language change and variation
- 2 podcasts on standard English
- 3 podcasts on World English
- 1 podcast on Bilingualism and Language Choice
- 2 podcasts on analysing talk

The impact of these podcasts on student learning is being collected, and will be included in the next interim report.

Since the start of the project, the Education staff have begun to develop podcasting skills and the use of podcasting has been spreading across other modules. One of the course leaders has shown a strong interest in integrating podcasts into the 'Materials Development' module. A podcast lecture has already been recorded for this module, and will be made available to students through BB. More podcasts providing additional information about this module are under development. The impact of these new podcasts on student learning will be included in the next interim report.

In the next phase, the Education team will experiment with podcasts providing feedback on assignments, and comparing discourse features of audio feedback to written feedback (possibly using a transcription from the 'Dragon' speech recognition software). The DUCKLING team will also be providing technical support to students to help them produce podcasts for

their phonology assignments. We will include details of these developments in the next interim report.

The team will start to use Second Life (SL) from September 2009. An SL-tivity over a 6-week period has been designed to provide students an opportunity to explore the potential of SL for language teaching and learning. Student recruitment and training will start in September 2009. Evidence regarding the student experience will be collected and reported in the next interim report.

The team will start to use e-book readers from September 2009. E-book readers pre-loaded with the course materials will be given to 8 students studying the Options modules. Evidence regarding student experience will be collected and included in the next interim report.

4. Key lessons learned so far

The Teaching Fellow approach adopted in DUCKLING has worked very well at Leicester. The project has enabled each participating department to benefit from the input of a specialist Teaching Fellow, who assists in the delivery of the academic programmes and collaborates in the research into the DUCKLING innovations in each context. The offer of a Teaching Fellow was key to persuading our partners to be part of the project: they could immediately see the benefit and did not hesitate to join DUCKLING. The Teaching Fellows not only provide an effective bridge between Beyond Distance and the departments, but also enable, in a very tangible and transferable manner, the research-to-practice process that is core to our work.

It is not possible to 'enhance curriculum delivery' in isolation from enhancing curriculum design. All course teams have gone back to their curricula and modified them to accommodate the proposed innovations. We were conscious that this was likely to be the case – the DUCKLING research has evidenced it.

The progress achieved by the DUCKLING project so far has met and in some cases exceeded our expectations. The achievements made in Psychology have been particularly outstanding both in terms of the number and the quality of the changes to technology-enhanced curriculum delivery. This high performance is set to continue with the introduction of the other two DUCKLING technologies (e-readers and Second Life) to further enhance the learner experience. In the case of the Education course team, the benefits of the DUCKLING interventions have been felt more in terms of the impact on the curriculum delivery system as a whole, with significant changes (leading to benefits for learners) taking place with respect to the streamlining of human resources and processes for delivery, as well as the appropriate use of available technologies. These changes will play a critical role in enabling the sustainability of the DUCKLING interventions over the remaining period of the project.

Section Five: Communications and Dissemination Activities

Provide details of any activities or events which have involved liaison or collaboration outside the project consortium, including key project stakeholders. Attach or provide URLs for any appropriate dissemination or presentation materials.

Outline any publicity the project received during the reporting period.

Key dissemination activities include:

- Web presence through:
 - DUCKLING blog (<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog>)
 - BDRA blog (<http://beyonddistance.wordpress.com/wp-admin>)

- Dissemination through the Media Zoos
- Presentations at conferences, seminars and workshops:
 - A presentation given at an audio feedback seminar, GENIE centre, University of Leicester, April 2009
 - A presentation given at the 1st CAMEL meeting, Open University, May 2009
 - Two presentations given at a planning meeting, attended by the education team, April 2009
 - A presentation will be given at ALT-C 09, September 2009
- Publications:
 - A short paper abstract and workshop proposal accepted by Online Educa Berlin 2009
 - A short paper abstract accepted by ALT-C 2009
 - A short paper submitted to the 'Audio feedback' conference, at Sheffield Hallam University, December 2009
 - A paper proposal submitted to the Psychology DOP Conference, January 2010.
 - The team is considering drafting proposals for the LLAS (Languages & Linguistics Area Studies) e-learning symposium in Southampton, Jan 2010 and the IATEFL conference at Harrogate, April 2010
 - Papers are being prepared for the BDRA's Learning Futures Festival in January 2010

Section Six: Evaluation

Provide brief details of progress to date in terms of the development and implementation of the project evaluation plan, including what you feel has worked, what has not, and any aspects you have changed. Please outline the key evaluation activities you will undertake in the next 6 month period. Please tell us briefly, the rationale/purpose for activity, planned method, participants, and timing.

The 1st Interim External Evaluation Report for the DUCKLING Project that was conducted by Andrew K. Comrie of Kerson Associates in July 2009 and submitted to Duckling team in August 2009. This evaluation is the first of three evaluation reports for the DUCKLING project.

Each interim report is structured around three core questions as defined in the JISC six-step evaluation model¹:

- *What have we done/built/achieved, to what quality, and how efficiently?*
- *What has been learned or confirmed through development activities?*
- *How has the learning been acted on or fed back in?*

Each interim evaluation is scheduled to take place at key points during the life of the project to enable the external evaluator to focus and report on different project work packages, outcomes and outputs.

The first external evaluation has focussed on work packages 1, 2, 3 and 4 and their associated outputs/outcomes. At this stage in the project, only work packages 1, 2 and 3 are scheduled to have been completed. Work package 4 is in progress and is not scheduled to be completed until the end of July 09.

The methodology used to externally evaluate the DUCKLING project at this stage has included:

- a. **Focus Group Discussions** with the DUCKLING Research Team and academic staff teaching on the psychology and education Masters programmes.
- b. **Literature Review.** The literature review took into account the Project Plan, the minutes of

¹ <http://www.jisc.ac.uk/media/documents/programmes/reppres/evaluationhandbook.pdf>

the Steering Group Meeting, the Project BLOG and the University of Leicester's Strategy for learning Innovation 2009-12

Evaluation of Work Package 1: This work package was designed to set the project up and to establish the project's governance arrangements. The Work package was scheduled to run between November 08 and January 2009. According to the evaluation report, the activities listed in Work Package 1 have been completed satisfactorily and have resulted in the following:

- **Formation of the project team.** The project team has now been formed and includes a research team and Project Champions from the Schools of Psychology and Education. Project progress is reviewed regularly at monthly project team meetings.
- **Establishment of the Project Steering Group.** The Steering Group has been established with a clearly defined remit and has met once since the start of the project. Minutes of the meeting are informative, clear and actions clearly assigned. A schedule of future meetings have been agreed and scheduled.
- **Participation in JISC programmes level activities.** Members of the research team are actively participating in JISC Programme events. This has included participation in the Programme Launch in November 08, the Evaluation workshop in January 09 and the Programme Meeting in Birmingham on the 12 May. Members of the project team have worked with other projects in their cluster, supported by their Critical Friend Peter Chatterton, and attended two cluster meetings, one of which was hosted at the University of Leicester in July.

The **outputs** planned at this stage of the project have been created and include:

- **Project Plan.** The draft and final versions of the project plan were submitted to JISC by the deadline set and has subsequently been approved and signed off.
- **The Project Website and BLOG** has been launched. Members of the project team are contributing to the project BLOG.
- The project team have used **meetings with other projects** in their cluster to exchange ideas and to learn and develop knowledge and understanding relating to stakeholder engagement and change management.

Evaluation of Work Packages 2, 3 and 4: These work packages were designed to review current course delivery structures and existing approaches to online learning, teaching and assessment, gather data relating to student satisfaction and progression to allow comparison and ensure that key stakeholders were engaged in the project. The work packages were scheduled to run between January and March, March and May 2009 and May and July respectively. The following are the key developments as part of the activities of these work packages:

- The research team are working with the Psychology and Education course team/ teaching fellows delivering the MSc in Occupational Psychology, MSc in Psychology of Work by distance learning and the MA in Applied Linguistics and TESOL by distance learning. The Research Associate has a good relationship with the teaching teams/Teaching Fellows and has developed a good understanding of the structure of the three masters programmes.
- Course Team members from both Schools are participating in the project and are attending monthly project team meetings.
- Course Teams have started planning ways in which technologies will be used to innovate their curriculum delivery models. Both the Psychology and Education course teams have prioritised podcasting but are exploring ways to incorporate e-books and Second Life into curriculum delivery in a second phase of development.
- The project team are effectively using deliverables from the Informal Mobile Podcasting and Learning Adaption (IMPALA)² to provide course teams with guidance in the production of podcasts.
- The Psychology and Education course team have already developed and introduced

² <http://www.impala.ac.uk/index.html>

Podcasts to their programme.

Assessed against the planned **outputs** at this stage of the project the following are the plans and actions towards achieving these:

- **to have a clear understanding of the current course delivery structures and existing approaches to online learning, teaching and assessment.** To aid understanding, the Research Associate has been collecting relevant student satisfaction and student progression data for the courses involved in the project and examining trends. She has also conducted online surveys with existing distance learning Masters' students in both disciplines. The baseline reports are completed and given to the two course teams.
- **To have a clear understanding of stakeholder needs in the disciplinary contexts.** The Research Associate has consulted with course teams, learners and prospective employers.
- **Action Plans for curriculum delivery innovations.** Plans are in place and the two course team have run early podcast trials with their current student cohorts.

in relation to the Distance Learning **MA in Applied Linguistics and TESOL**:

- **Student participation in the online survey has been low.** Early indications suggest that that this is due to little use of the institutional VLE (Blackboard) in course delivery currently. As a result students are not accustomed to checking and using the VLE;
- **students are highlighting that they are feeling isolated** in responses to the online survey
- **A tracking exercise examining progression** of MA Applied Linguistics and TESOL students in the 2003 cohort, who should have completed the MA by the end of 2008, indicates that high levels of students failed to continue study after module one and either exited the programme with an Advanced Certificate or failed/withdrew from the module.
- Early evaluation is showing that the podcasts that have been developed by the Psychology team are impacting positively on both student and staff experience.

Based on the 'actions recommended' by the external evaluator the following steps are being taken:

- DUCKLING for the **MA in Applied Linguistics and TESOL** faces an obstacle in that core learning technologies are not yet embedded and used effectively in the current delivery model. DUCKLING is trying to develop the use of more advanced technologies (podcasts, second life, e-books) in a model that appears still to be in an early stage of development regarding the effective use of core institutional technologies such as the VLE. The Project Director/Project Adviser (Course Design) should discuss the situation with the course Programme Leader and use the dialogue to agree a way forward that might include additional support for the course team. This could include, for example, assistance with the planned learning activity (e-tivity) re-design. This would aim to ensure that technologies were well embedded and used consistently and effectively in the future delivery of the course.
- The DUCKLING teaching fellows should collaborate to ensure that both teams are aware of anything that is potentially transferable from each other's activities (e.g. Psychology's work on Podcasting for Dissertations may be a useful model for Education.)
- The Researcher is planning to work with the Psychology course team to ensure data is collected within the scope and deliverables of the project that will enable insight into the impact the use of podcasts is having on the following:
 - Student dissertation and assignment grades;
 - The quality of dissertation first drafts/extent to which students avoid common pitfalls when writing dissertations;
 - The impact on staff workload;
 - The impact on student retention;
 - The impact on the number of Distance Learning Students choosing to suspend studies.

Distance Learning activity at the University of Leicester will be benchmarked against other “dual-mode” universities, as a key part of the process for measuring the impact of the DUCKLING project on the effectiveness of the curriculum delivery methods being used. The Beyond Distance Research Alliance team under Professor Gilly Salmon’s leadership is in the process of establishing a benchmarking group with at least one UK and several overseas universities likely to include a Swedish University, and universities in New Zealand, Australia and/or Canada. Benchmarking will be undertaken using the “pick and mix” methodology that was introduced to the team during their recent involvement with the HE Academy benchmarking pilot. Prof Paul Bacsich from Matic Media Ltd will continue to support the team. Benchmarking activities are expected to take place in Sep-Oct 2009, with a matched exercise in Sep-Oct 2010.

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.

What strategies have you found useful for engaging stakeholders at this stage of the project?

None of the issues or challenges encountered so far has had or is likely to have an impact on DUCKLING’s targets. We are working closely with the Education team to address the issues already mentioned under section 6, as described in section 4. In all cases, specific measures are in place to mitigate the possible effects of these challenges, and where possible, turn them into opportunities to widen DUCKLING’s impact. Additional challenges are summarised as follows:

1. *Preload of copyrighted digital material onto e-book readers (books and articles).* DUCKLING originally intended to preload a selection of e-books and articles together with the course materials onto each e-reader prior to sending the devices out to learners. While this is technically possible, it does not fit within established publishers’ practices. They will charge us a premium fee if we wish to proceed as planned. Instead, they favour a more traditional ‘lending’ model whereby end users download the required files from the University library (where available) for a specified amount of time, or purchase them online for open-ended use.
2. *Second Life is unavailable on the University network.* To address this, we have installed a separate telephone line with broadband access in the Media Zoo, a wireless router and 6 wireless laptops for Second Life development and training. This set-up has enabled us to move forward as planned. A new Media Zoo is being set up and will be operational by 15 September.

Section Eight: Collaboration and Support

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.

Do you have any specific needs, requests or suggestions for support?

Do you have any suggestions for how we could make use of the face-to-face time available at programme meetings? For example:

- *Would you be interested in using the time in small groups, working around specific themes?*
- *Would you be interested in using the time to hear from external experts on specific themes?*
- *Would you be interested in using the time for presentations from projects?*
- *Other...?*

How have you found the process of working with your critical friend and Cluster? Please highlight what has

worked well and what hasn't worked as well, and any recommendations for how to improve the process.

Institutionally, DUCKLING has the strongest possible support from the Vice-Chancellor, the Pro Vice-Chancellor (Students) and the heads of participating departments.

Both the programme manager and our critical friend have been very supportive throughout. At the time of writing this report, we have had one -very useful- visit from our critical friend, Peter Chatterton, but have not yet received his write-up. Team members have attended all JISC programme events and have benefitted from learning from other projects and extensive networking. Both CAMEL workshops were regarded as particularly useful. We have contributed to the benefit of sister projects through sharing our experience, research findings and lessons learned.

We have established and are benefitting from synergies between DUCKLING and other projects at Leicester. For example, DUCKLING is capitalising on the outputs of MOOSE (a JISC-funded Second Life project) and CALF (HE Academy-funded) and informing the processes required for OTTER (an open educational resources project under the institutional strand).

Section Ten: Financial Statement

In this section you should detail the expenditure of the project so far. Against the budget headings you should set out the expenditure for the reporting period, noting any significant over/under spend giving reasons for this. You should also state the total expenditure to date against each budget heading. The table below is designed to help this reporting process. Additional budget headings may be added to fit an individual project's budget. Projects may find it more appropriate to use a spreadsheet to report financial information.

Total Grant	£200,000	Duration of project	1.11.2008 to 31.10.2010
Reporting Period	1.11.2008 to 19.8.2009		

Budget Headings	Total budget allocated	Expenditure this reporting period (1.11.2008-19.8.2009)	Total expenditure to date	Further information
<i>Staff</i>				
Equipment				
e-books for 25 students on DL courses @£200 per unit	£5,000.00	£736.00	£736.00	4 e-book readers acquired. More on order for Sep 2009 delivery
Second Life development costs for TwoFour Learning @ £2000 per year	£4,000.00	£930.52	£930.52	
Dissemination activities				
Online dissemination media set-up	£500.00	£0.00	£0.00	
Conference dissemination (2 staff to 2 conferences in years 2 & 3)	£2,400.00	£608.07	£608.07	
Evaluation activities				
External Evaluator's fees @ £500 per day for 4 days over Yrs 1-3	£2,000.00	£500.00	£500.00	
Benchmarking Consultant's fees @ £500 per day for 2 days in Yrs 2 & 3	£1,000.00	£0.00	£0.00	
Other (please specify)				
Room & refreshments for Steering Group meetings (6 meetings over 2 years)	£1,200.00	£183.11	£183.11	
CARPE DIEM training workshops for course teams (6 w/shops @ £250 each)	£1,500.00	£348.74	£348.74	
Contribution to estates and indirect costs (for 10 of 24 months)	£10,982.00	£4575.83	£4575.83	
Total	£200,000.00	£46,188.25	£46,188.25	

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/curriculumdelivery **SEE BELOW**
- 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.

DUCKLING's page on the JISC site should be amended as follows:

- Teaching Fellow in Distance Learning with Technologies (School of Education): Ms Gabi Witthaus (grw8@le.ac.uk)
- Teaching Fellow in Distance Learning with Technologies (School of Psychology): Dr Kelly Barklamb kb179@le.ac.uk

Appendix - Section Three: Outputs and Deliverables

What kind of outputs do you expect your project to produce?

Type of output		Details e.g. theme, topic, number, size/scope	Proposed audience (internal or external) and/or use (who will use this output and why?)	
Reports	A Psychology baselining report	The baselining reports contain key findings regarding current practice collected from key stakeholders. The reports consist of four parts: Part I: Results from consultation with the course team Part II: Results from student surveys Part III: Results from student interviews Part IV: Results from employer interviews	<p>Audience:</p> <ul style="list-style-type: none"> ▪ The Psychology and Education teams, to have an overview of the current practice and to plan change. ▪ The DUCKLING research team to have research evidence. ▪ JISC <p>These two reports are not for external dissemination</p>	
	An Education baselining report			
	The Psychology experience: A podcasting intervention	The intervention report contains key findings regarding student and staff experience of using the podcasts produced by Psychology. This report consists of two parts: Part I: Results from student interviews, surveys and Blackboard discussion board Part II: Feedback from the course team		Same as above, plus other Leicester departments and the sector
	Evaluation report (produced by the external evaluator, Andrew Comrie)	A summary of the progress so far and the issues encountered, articulation of what has been learned and recommendations		DUCKLING team, including both course teams for future planning and increase of impact JISC
Exemplar curricula delivered through Blackboard	Redesigned course: MSc in Occupational Psychology and Psychology of Work	Enhanced curricula	The Psychology and Education teams to transfer research into practice	
	Redesigned course: MA in Applied Linguistics and TESOL		WB students learning remotely benefit from enhanced curriculum delivery	

Podcasts delivered through Blackboard	Podcasts produced by Psychology including: Dissertation podcasts	17 podcasts providing guidance for dissertation process	Academic course teams and departments within Leicester and across institutions will benefit from sharing experiences and practices DUCKLING research team (research evidence) JISC
	Assignment podcasts	4 podcasts explaining Module 4 assignment	
	Research method podcasts	10 podcasts explaining research methods	
	Feedback podcasts	12 podcasts giving assessment feedback	
	Podcasts produced by Education	11 podcasts and audio clips incorporated into the 'Language, Discourse and Society' module to illustrate language change and variation and discourse analysis.	
Second Life development	An exemplar of SL activity (SL-tivity) designed by Psychology	The activity is designed to simulate an evacuation procedure and integrated into the 'Training and Development' module.	
	An exemplar of SL-tivity designed by Education	This activity is designed for exploring language teaching opportunities offered by SL and can be beneficial to all students. Outline available on the DUCKLING blog at https://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog/sl-tivity-for-ma-tesol-students	
	A video introduction to Second Life for MA TESOL students	Five-minute video, produced in CAMEL Workshop on 14/07/09, in which BDRA DUCKLING team members describe the purpose of the planned SL-activity to students. To be published on Blackboard.	
	A SL artefact (oil rig) for Psychology	The oil rig is available for access on UoL's Media Zoo island (http://slurl.com/secondlife/media%20zoo/168/149/17/)	
	A document of building specifications of the oil rig	Available through DUCKLING blog www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog/adapting-the-second-life-oil-rig-to-the-new-specs	
E-book readers development	A document demonstrating and explaining the procedure of how to convert a Word document into a e-book format	Available through DUCKLING blog www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog/creating-e-book-formats-for-the-sony-reader-505	
Web presence	DUCKLING website	www.le.ac.uk/beyonddistance/duckling	Dissemination of findings to all stakeholders including the funder, academic course teams, employers,
	DUCKLING blog	www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog	

	BDRA blog	http://beyonddistance.wordpress.com/wp-admin	WB students, senior management and the research team
Community of Practice	CAMEL community	DUCKLING has been actively participating in the JISC CAMEL meetings	All projects funded by JISC under Curriculum Delivery strand