



Project Document Cover Sheet

Project Information			
Project Acronym	Poetiks		
Project Title	Poetiks		
Start Date	I November 2009	End Date	31 October 2009
Lead Institution	Bath Spa University		
Project Director	Dr Greg Garrard		
Project Manager & contact details	Dr Greg Garrard, g.garrard@bathspa.ac.uk 01225 875482		
Partner Institutions			
Project Web URL			
Programme Name (and number)	Learning and Teaching Innovation Grant 4/08		
Programme Manager	David Kernoghan		

Document Name			
Document Title	Project plan and work plan; budget; web template.		
Reporting Period			
Author(s) & project role	Dr Greg Garrard, Project Manager Anthony Head, Technical Supervisor		
Date	12.11.9	Filename	Project plan.doc; Website.doc; JISC Poetik budget.xls
URL	<i>if document is posted on project web site</i>		
Access	<input checked="" type="checkbox"/> Project and JISC internal	<input type="checkbox"/> General dissemination	

Document History		
Version	Date	Comments
0.3	12.11.09	Draft project plan, project budget, website template for approval



JISC Project Plan

Overview of Project

1. Background

Poetry is a core element of English Literature from primary school to degree level. The central pedagogical problem is to communicate the character and significance of its *difference* as a genre from fictional prose (most students' favourite) without 'technique' becoming a repetitive and routine basis for analysis. Although many English Literature students are passionate and knowledgeable about poetry, the majority evince fear of poetry, seeing it as a fiendish code devised to disguise the real meaning of the poem. The teacher is often regarded as a proxy for the author, cruelly withholding the truth from students. Alternatively, poetic meaning is seen – equally wrongly – as wholly subjective.

Those who go on to become teachers may teach poetry reluctantly and, in some cases, poorly, creating a cycle of anxiety, demotivation and low achievement. A recent OFSTED report, 'Poetry in Schools', assessed poetry teaching as at least 'satisfactory' across all schools surveyed, but pointed out that it tended to be worse than other areas of English provision, and said that 'many teachers, especially in the primary schools, did not know enough about poetry'. Only eight out of eighty-six had 'outstanding' poetry programmes. The worst examples of teaching used 'didactic' approaches orientated towards tests and exams, while the best introduced a wide range of poems and adopted 'active' teaching approaches. A blend of creative writing and analysis was recommended for maximum benefit.

The situation in HEIs is also troubling:

- ⇒ Professor Overton (Loughborough) published the results of a survey of the teaching of versification in 'English' vol.57, no.2019 (2008), pp.266-82. He found there was 'a widely shared belief among higher education teachers that knowledge of prosody is important, and an equally widely shared perception that most students entrée higher education without it', and concluded that 'many remain functionally illiterate as readers of verse' at graduation. It is crucial both to teach the technical terminology of versification in an unthreatening fashion, and to enable students to connect the details of poetic technique with questions of meaning.
- ⇒ Professor Regan (Head of English, Durham) observed the disparity between the increasing public profile of poetry and its attenuation within a literary education, concluding that 'we have to rethink the way that poetry is currently being taught'. (ESC Newsletter 2, August 2001)
- ⇒ Dr D'Agostino (Head of English, Queen Mary's UC) argued that a poem should be 'listened to and appreciated for what it is in its own linguistic terms' rather than immediately being referred to a larger historical or theoretical issue. (ESC Newsletter 5, April 2003)
- ⇒ The English Benchmark says that students should have 'knowledge and understanding of the distinctive character of ... poetry', but as Dr Nicole King (Academic Coordinator, ESC) has pointed out on the ESC website, students are often hostile to poetry, seeing it as "difficult" or alien, and therefore uninteresting'.

The challenge is therefore to develop an exciting and sophisticated application for secondary and tertiary level, using active learning principles to teach poetic form and technique, and to enrich creative writing.

The pedagogical approach adopted for 'Poetiks' is based on the project manager's ten years of experience teaching a level 2 poetry course. Paper or OHP slides are inadequate to represent the

complexity and density of techniques and features found in a quality poem, and of course are incapable of generating automatic feedback. Test functions built in to VLEs can provide crude feedback, but cannot be customised by learners, and provide no annotation tools. Interactive whiteboards allow for a degree of annotation, but are not accessible to learners outside the teaching room. While a downloadable application was the original plan, a web-based application would be more easily accessible in schools, where tight control is exercised over downloads.

2. Aims and Objectives

The aim is to develop an attractive, scalable, web-based application to support the learning, teaching and assessment of poetry. Students and teachers will be able to cut and paste any poem in modern English into the program, and develop a complex analysis through a series of 'layers'. While only one layer will be visible at any one time, the user will be able to switch easily between layers using a system of tabs. If possible, each layer will adopt a visually-distinctive annotation system (e.g. varying fonts, font colour, highlighting, typographical marks, etc.); it will then be possible to view the poem with all annotations (but without text boxes, which would be too confusing) at once, allowing the user to see the poem as a 'system of systems'. The idea is to make visible the way that different kinds of *patterns* interact in the reading and analysis of a poem.

At the same time, each layer will incorporate pedagogical elements, and the application will include a number of complete worked examples (of poetry out of copyright). For example, because students often find it difficult to recapture their own instinctive grasp of rhythm once they start to analyse it, the Rhythm layer will include a facility for users to record their own reading of the poem, and play it back as they scan the text. The Words layer will allow teachers selectively to blank particular words, encouraging students to focus on diction by making their own choices (Cloze procedure).

Poetiks will:

- ⇒ Highlight the generic distinctiveness of poetic as a verbal art.
- ⇒ Support the learning, teaching and assessment of specific poetic techniques such as metre, phonemic patterning and lineation.
- ⇒ Allow customisation by users, who will be able to add, remove and alter layers.
- ⇒ Promote rich annotation of the poem by individuals or groups for use in lectures, groupwork and assessment.

3. Overall Approach

We will adopt a user-centred design approach throughout, necessitating a continuous process of closely coupled development and evaluation. JISC e-learning principles will prevail, including:

- ⇒ Open Source: the complete program, documentation and worked examples will be freely available online.
- ⇒ Collaboration: although the core project team is exclusively based at Bath Spa University, a wide range of academics and teachers from around the world has agreed to act in a consultative capacity. Development will include, at first, Bath Spa undergraduates, but will later expand to include FE and Secondary level pupils.
- ⇒ Innovation: Poetiks is genuinely original in its core elements, and ambitious in its aim of transforming the teaching of poetry. The program's modular scalability will allow for longer-term innovation and further development.
- ⇒ Impact/benefit: while the initial target user group is undergraduates in the UK, Poetiks has the potential to reach any level of the education system anywhere in the English-speaking world.

Flash will be the main platform, however, ruling out full Open Standards compliance. However, ensuring that Poetiks is attractive to students is a key priority.

Poetiks is meant to be usable with any modern English poetry. Some of its features would work with any text at all, but the focus of its functionality and pedagogical features will exclude unmodernised premodern Englishes, non-standard dictions, dialects and other languages. The final selection of layers will be determined by consultation, but core elements for development include: Rhythm,

Project Acronym: Poetiks
Version: 1.0
Contact: Greg Garrard
Date: 2nd September

Phonemes, Lineation, Imagery and Rhetoric. This leaves a large number of important aspects of poetry for later development, unless the core elements turn out to be much easier to develop than presently expected.

Critical success factors include:

- ⇒ Poetiks must be usable, attractive to its target audiences (teachers and students) and have pedagogical value
- ⇒ Development must include extensive consultation with teachers and learners
- ⇒ The software must be stable and compatible with multiple users
- ⇒ The GUI must be visually appealing, dynamic and clear, whilst also facilitating detailed annotation and (the most difficult part) enabling the interrelationship of layers to be visualised.

4. Project Outputs

Tangible deliverables include:

1. Poetiks web application.
2. Two interim reports and a final report.
3. JISC-hosted project webpage.
4. BSU-hosted project website.
5. Three worked examples of annotated poems.
6. Interim and final project evaluations.
7. Technical and pedagogical documentation, including screencasts for students and teachers.

Other project outputs will include:

1. Students involved in the development and evaluation process will gain valuable insight into the pedagogical methods and rationale of their own learning.
2. Technical staff on the project will learn about poetic technique, while the project manager will learn about project management and the technical possibilities and constraints of sophisticated e-learning.
3. Consultation with colleagues from other universities will enable sharing of best practice and encourage reflection on the relationship of verbal arts and electronic media.

5. Project Outcomes

Scansion - the analysis of rhythm and metre in poetry - will become far easier to teach at secondary and tertiary level: the dual annotation system will allow either popular method to be used; the automated feedback will help avoid common errors; and the pedagogical support and worked examples will help show the effect that rhythmic variation has on the meaning of a poem. Similarly, phonemic patterns will be easier to identify, but more importantly Poetiks will guide the student in assessing the importance and impact of the patterns they find. So although on one level Poetiks might seem to encourage a 'mechanical' approach to poetry, in reality it will give beginners and intermediate level readers better access to the pleasures of poetry.

Lecturers will find that Poetiks is useful not only in seminar groups, where students can be set poems to work on, but also in lectures and in assessment: marked-up poems can be used to illustrate lectures much more easily than Powerpoint, and much more richly than OHP slides; and poems can be set for annotation and discussion as formative and summative assessment. Poetiks will include a function to save a complete set of layers, together with an essay drawing together everything the student has found.

Some schoolteachers struggle with poetic analysis themselves, and so find it difficult to teach it effectively. Poetiks will simultaneously educate both teacher and student, and the sophisticated, dynamic GUI will engage the attention of Web 2.0 generation students.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Teaching staff	Improvement in pedagogical support for teaching poetry; assessment facilitated.	High
Students (initially tertiary, but also secondary)	Improvement in learning environment and support for learning poetry.	High
Learning technologists	Enhanced sense of the possibilities for humanities computing.	Low
JISC partners	BECTA is the key stakeholder in relation to secondary provision, and will be invited to contribute to development.	Medium

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Loss of project staff	2	4	8	Record development processes to enable staff replacement.
Confusion of roles and responsibilities within project team	1	3	3	Clearly define project roles.
Technical difficulties in development prevents complete achievement of outputs	2	4	8	Modular method allows scalability of the number of functions; close consultation with JISC PM for developmental support.
Failure of staff to deliver outputs	2	4	8	Careful planning and target-setting; appropriate staff training.
Legal problems with sample poems	1	1	1	Use of out-of-copyright poetry.
Competition from new products	3	1	3	Engage with subject community and current developments; learn from new products to leverage greater improvements to Poetiks.
Unpopularity with users.	3	3	9	Continual interaction with user groups; sustainability and dissemination strategies.

8. Standards

- *Any deviations from the standards that JISC recommends.*
- *Where choices exist in an area, the reasons for the standards selected.*
- *Where proprietary standards are selected in an area where open ones are available, the reasons for their use and their scope of deployment.>*

Name of standard or specification	Version	Notes
-----------------------------------	---------	-------

UML	2.0	
HTML	XHTML 1.1	
CSS	2.1	
ActionScript	3.0	For interface coding
Flash Player	10.0	
JPEG		Graphics for palettes
PNG		Graphics for palettes
PDF		Documentation
PHP	5.0	For poetry database access
mySQL		Poetry database

9. Technical Development

The project will be developed using User Centred Design methodology. By paying careful attention to feedback of the needs of our target audience, we will develop an interface that is familiar and simple to use. This will allow the core requirement of marking-up poems to be achieved through an engaging and beneficial method.

The software specification document will take into consideration the needs of the users in detail, and allow us to paper-prototype our interface, ensuring that we can design the most appropriate concepts.

We propose to use Flash (ActionScript) as the front-end of our application, using a PHP driven mySQL database for the storage of poems. Flash, although proprietary software, is a near ubiquitous application (99% of internet users have Flash Player). It will allow us to produce a highly attractive interface that will help engage a visually sophisticated and predominantly computer-literate audience, i.e. young people. Websites such as bbc.co.uk use Flash heavily, and the application's audience will expect a standard of interface usability and visual finesse that this software can provide.

The application will be developed in a modular way, allowing future expansion, and easy modification of fundamental elements. The development of Poetiks will be logged using Sourceforge, and code published at regular stages of development. A blog will be kept in order to allow the public following of the development.

10. Intellectual Property Rights

Copyright in the finished program and documentation will rest with Bath Spa University, but will be made freely available on the Internet for use but not resale. Where possible Open Source applications will be used; where third party applications are required, the project will seek advice from the JISC Project Manager and Legal Services. Poems for the worked examples will either be out of copyright or will obtain written permission from the author.

Project Resources

11. Project Partners

None.

12. Project Management

Overall project management and liaison with JISC will be undertaken by Greg Garrard (project manager). In addition he will be responsible for: content management, pedagogical development,

Project Acronym: Poetiks
 Version: 1.0
 Contact: Greg Garrard
 Date: 2nd September

consultation and evaluation. Within Bath Spa University, Dr Garrard is a Senior Teaching Fellow within the Artswork CETL, and is therefore in an excellent position to seek additional advice and ensure institutional support.

Anthony Head (development supervisor) will be responsible for: technical supervision, graphic design, quality management.

The institutional signatory is Dr Paul Davies, Head of the Graduate School.

The project team will meet every week to discuss progress and / or undertake evaluation activities. A local management committee should not be necessary. The large consultative group will be contacted by email, with three meetings during the year at key moments in the development process.

Dr Greg Garrard, Senior Teaching Fellow, Department of English. Project Manager.
 g.garrard@bathspa.ac.uk (01225)875469

Anthony Head, Senior Teaching Fellow, Department of Graphic Communication. Development Supervisor. a.head@bathspa.ac.uk

Dr Lorna Smith, Course Leader: PGCE English and Secondary Professional Studies. Secondary Level Consultant. l.smith2@bathspa.ac.uk

Andy Bevan, Software Developer. mail@andybevan.net

Dr Garrard will be seeking project management training, provided either by Bath Spa University or an external provider.

Anthony Head and Andy Bevan will be seeking software development process management from an external provider.

13. Programme Support

The project team is experienced in its various disciplinary fields, including software development, but inexperienced in project management. Addressing the training needs noted above, and working closely with the JISC Project Manager, will enable risks to be managed and outputs to be delivered.

14. Budget

See Appendix A.

Detailed Project Planning

15. Workpackages

Work Package and activity	Earliest start dates	Latest completion date	Outputs	Mile-stone	Responsibility
<i>YEAR 1</i>					
Key Work Package 1 Objective: Establishment of report and feedback mechanisms					
1 Formally requesting consultant groups, including advisors and testers to be involved in the project. Informing the groups of their level of expected involvement.	1/11/09	8/11/09	Establishment of consultation groups		GG

2 Informing stakeholders of where to find information on the project development via the creation of a blog.	9/11/09	21/11/09	Creation of project weblog		AH
Key Work Package 2 Objective: Creation of technical specification document					
3 Using expert views and views of a focus group (the core testing group), we will feed this information into the design of the software, keeping usability at the forefront of our considerations.	15/11/09	30/11/09	Analysis of user needs report		AH/GG
4 Review possible alternatives to graphics rich applications and keeping Open Source/Standards in mind we will establish and justify a choice of delivery platform.	1/11/09	30/11/09	Selection and justification of appropriate delivery technology		AH/AB
5 Using the project ideas, concepts and feedback from focus group, we will create a full and detailed technical specification document. Agreement on this should ensure a clear path for software development.	15/11/09	31/12/09	Written technical specification document	1	AB/AH
Key Work Package 3 Objective: Development of an alpha version of the application.					
6 The main development of software application. Following the technical specification document	1/1/10	31/5/10	Working alpha version of the Poetiks application		AH/AB
7 A formal report in addition to the blog summarising the progress of the project, and anticipated progress.	24/4/10	31/4/10	Report on development progress	2	GG
8 Creation of online database to enable temporary storage and retrieval of archived poems.	1/5/10	31/5/10	Online database with example poems		AH
Key Work Package 4 Objective: User testing version of the application					
9 Conduct a testing session with the core testing group (degree students). Gathering feedback and questions to inform further development of alpha version. Group will test for errors, usability and log issues.	1/5/10	8/5/10	Surveys and feedback from initial testing group (degree level students).		AB/GG
10 Respond to testing and make necessary amendments to enhance the software.	9/5/10	1/6/10	Amended application		AB/AH

Project Acronym: Poetiks
Version: 1.0
Contact: Greg Garrard
Date: 2nd September

11 Testing software on core group and a group of secondary school level students in order to find out if further issues arise or whether the software is universally suitable.	2/6/10	10/6/10	Surveys and feedback from secondary testing group (secondary school level students)		AB/GG
12 Analysing feedback and making enhancements that are achievable within the timeframe.	10/6/10	30/7/10	Amended application (beta version)		AB/AH
13 Developing worked examples and text / screencast user guides to demonstrate Poetiks' principles and functionality	1/1/10	1/9/10	Worked examples and user guides		GG
Key Work Package 5 Objective: Public launch of the application					
14 Design and develop a public facing website to market and host the application.	1/6/10	14/7/10	Application website		AH
15 Include user feedback capability on the website.	1/7/10	14/8/10	User feedback bulletin board		AH/AB
16 Creation of a leaflet, graphical materials, press release	14/7/10	31/7/10	Marketing materials		AH/GG
17 Release of application for the public	1/9/10	7/9/10	Publicly launched application	3	AH/GG/AB
Key Work Package 6 Objective: Dissemination of evaluation					
18 Prepare report on the development of the application, and the progress of the project.	1/10/10	14/10/10	Evaluation report of project progress	4	GG
19 Prepare a paper proposal for submission to an e-learning conference, reflecting on the project and its initial public feedback.	15/10/10	31/10/10	Paper proposal on the initial results of the effectiveness of the Poetiks application as an e-Learning tool	5	AH/GG

Team members:

GG Dr Greg Garrard
AH Anthony Head
AB Andrew Bevan

	Month	N	D	J	F	M	A	M	J	J	A	S	O
Workpackages													
1		x											
2		x	x										
3				x	x	x	x	x					
4								x	x				
5									x	x	x	x	
6												x	x

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Alpha, Beta and Dissemination Phase	Usability of application, worked examples and documentation (tertiary level students)	Do students find Poetiks easy to use? Do they find it attractive and interesting to work with? Does it enhance their understanding?	Focus group and anonymous feedback	Students want to use Poetiks and find it supports their learning
Alpha, Beta and Dissemination Phase	Usability of application, worked examples and documentation (tertiary level teachers)	Do lecturers find Poetiks easy to use? Would they consider using it in lectures and seminars?	Informal interviews	Lecturers are enthusiastic about Poetiks and want to incorporate it in their teaching
Beta and Dissemination Phase	Usability of application, worked examples and documentation (secondary teachers)	Does Poetiks meet teachers' needs in the secondary classroom? Does it fit with National Curriculum requirements?	Informal interviews	Schoolteachers are enthusiastic about Poetiks and want to incorporate it in their teaching
Beta and Dissemination Phase	Usability of application, worked examples and documentation (secondary students)	Do schoolchildren find Poetiks easy to use? Is it attractive and interesting to work with? Does it enhance their understanding?	Anonymous feedback	Schoolchildren enjoy Poetiks and find it supports their learning

Dissemination Phase	Development of user community	How popular is Poetiks beyond Bath Spa University? What barriers exist to its acceptance?	Email communication, website usage data	Poetiks finds wide and enthusiastic acceptance
---------------------	-------------------------------	---	---	--

17. Quality Plan

Output	Poetiks web application				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
May 2010	Usability, error checking	User trials with core testing group. Systematic testing of all combinations of functions.	Integration of analysed results into development	Anthony Head	
May 2010	Portability	Testing on different platforms	Consistent results on various platforms	Andrew Bevan	
June 2010	Usability	User trials with wider group	Easy use of application by new group	Anthony Head	

Output	Poetiks website				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
August	Usability, attractiveness	Trialling of website on user group.	Positive feedback from group.	Anthony Head	
August	Accessibility	W3C website testing	W3 standard compliance.	Anthony Head	

Output	Poetiks documentation				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
July	Readability, usability	Circulation of material to testing group and consultations.	Positive feedback from groups. Verification from consultant group.	Greg Garrard	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Immediate	JISC website	JISC community, interested subject specialists	Overall project information	The Poetiks project is under way
Throughout project	JISC programme meetings	Other project teams	Share best practice, find solutions to problems	We want to learn from other teams
From	Poetiks website	All potential	Detailed project	Poetiks is under

month 2 onwards		application users	information, including development process blog and alpha / beta versions	development - comments and contributions are welcome
Spring 2010 onwards	Elearning, literature and teachers conferences	Elearning experts, subject specialists, schoolteachers	Publicise Poetiks, gain feedback from potential users	Poetiks is nearing completion - try it
Summer 2010 onwards	Elearning, poetry and learning support websites and discussion lists	Subject specialists, schoolteachers	Publicise Poetiks	Poetiks is completed - incorporate it in your teaching

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Poetiks website, documentation, worked examples	Dissemination activities as above	Upload onto BSU website, available until October 2013; possibly also dedicated Poetiks.org.uk mirror site
Elearning development experience in project team	Invaluable for development of other tools, and for further development of Poetiks	Applications for follow-on funding to develop additional features - see below
Development experience in student groups	Useful experience for students intent on teaching / learning support careers	

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Poetiks website, documentation	Because the Project Manager has personal investment in the project, and because - if successful - the customisable features will enable user-generated versions	Applications for additional funding to develop a range of additional features, e.g. lexical research, concordance analysis	Sources of additional funding; ensuring adoption in the subject community

Appendixes

Appendix A. Project Budget

JISC Poetiks budget pro-forma

<i>Directly Incurred Costs</i>	<i>Notes</i>		JISC funded	BSU funded
<i>staff</i>		Total £		
Total Directly Incurred Staff (A)		23,372	23,372	0
<i>Non-Staff</i>				
Total Directly Incurred Non-Staff (B)		12,200	12,200	0
Directly Incurred Total (C)		35,572	35,572	0
Directly Allocated				
Staff	<i>Greg Garrard (0.2FTE) and Anthony Head (0.3FTE)</i>	34,576	19,470	15,106
Estates	<i>based on 1.15 FTE</i>	1,426	0	1,426
Equipment	<i>3 laptops</i>	4,500	0	4,500
Directly Allocated Total (D)		40,502	19,470	21,032
<i>Indirect Costs (E)</i>	<i>based on 1.15 FTE</i>	46,101	19,958	26,143
TOTAL PROJECT COSTS		122,175	75,000	47,175
			61%	39%