



JISC Project Plan Template

Overview of Project

1. Background

Technology increases the organisational possibilities for educational provision. One aspect of this is the removal of the constraints of the education system on both learners and teachers, particularly the physical constraints of the buildings, the time constraints of the timetable, even to the teaching practice constraints of the curriculum. SPLICE is focused on exploring ways in which technology can change the organisational structures of education, and identifying the principle challenges in using technology to reorganise the system. In particular, SPLICE's key focus is on how personal constraints may be removed through effective engagement with personal technology. It is particularly concerned with instilling learner and teacher technological habits, uncovering the constraints to effective practice (organisational, cultural and emotional) and finding ways of overcoming them to realise the reorganisational potential of educational technology.

2. Aims and Objectives

The overall aim of the SPLICE project is to open technological opportunities to teachers and learners which transcend organisational barriers. SPLICE is concerned with tracing the development of technological habits within a group of learners progressing from FE to HE over the life of the project.

The specific objectives are to:

1. Create a social network which encompasses teachers, learners and practitioners in the creative industries.
2. To find ways to exploiting the network as a resource to create a more learner-driven approach to education.
3. To develop a specific technology as a scaffold to encourage the development of technological habit.
4. To identify the key social and educational mechanisms at work within the social network – particularly those mechanisms which lead to greater learner self-efficacy.
5. To identify the leverage points within the conventional educational system from which organisation change might emerge.

3. Overall Approach

The project has three main activity types:

1. Building up a social network which encompasses teachers, practitioners, and learners, and building capacity to use technology effectively in working, teaching and learning practice.
2. Researching and reporting on the disposition of teachers, learners and practitioners towards technological engagement, and finding ways of encouraging greater personal ownership of technology.
3. Reshaping teaching and assessment practices in the context of an interconnected environment within a 'traditional' institutional framework.
4. Create a personal tracking technology (TrackMe) to act as a way of reshaping the assessment strategies within educational institutions in order to instil technological habit.

The project is using a social network technology ('Ning') to both act as the main social networking resource for the project, and as a space for project steering and coordination. Within this network, various blogs (of teachers and learners) and wikis are also integrated.

4. Project Outputs

1. A Tracking technology (TrackMe) which is designed to be used within an assessment framework
2. A social network incorporating the stakeholders of the project
3. Research outputs documenting the transition in learner and teacher practice over the life of the project
4. A major report which will draw together themes from SPLICE and identify the key leverage points for institutional change to move to an increased learner-driven model of education.

5. Project Outcomes

The purpose of the project is to address deeper questions about the nature of the role of technology and institutional organisation. In particular, the work extends work conducted by JISC on Personal Learning Environments, in suggesting ways in which institutions may be able to undergo cultural change in meeting the needs of a future generation of technologically-empowered learners.

By using technology to ‘inhabit’ an interdisciplinary and inter-connected space, the project will be able to report on the practical issues involved in transforming a centre-led model of education to a learner-led model, and identify the social, technological and educational issues that emerge from this engagement.

6. Stakeholder Analysis

List key stakeholder groups and individuals that will be interested in your project outcomes, will be affected by them, or whose support/approval is essential, both within your institution and in the community, and assess their importance (low/medium/high).

Stakeholder	Stake in the project	Impact	What does the Project expect the Stakeholder to provide?	Perceived attitudes and/or risks	Stakeholder Management Strategy	Responsibility
Learners on the project	Quality of learning / time invested	High	Experience of technology. Willingness to learn, and to reflect.	Failure to engage with broader aims	Promote the project ethos, and negotiate a formal agreement with learners.	Project team (PT)
Industrial partners in the project	They will participate in the networking opportunities which the project will afford.	High	Teaching and mentoring services.	Commercial priorities may undermine collaborative endeavour.	Engagement with networks, minimising risk of disengagement by individual stakeholders.	PT
Project team	Project management; design and implementation of services; dissemination.	High	A high level of intellectual and managerial engagement is required.	The team is motivated and experienced, and is expected to achieve.	Project management strategy allows for rapid iteration. Support is made available in a timely manner.	PT, Senior Management

Systems support staff	Enable changes to institutional systems to permit the software and services to function.	Medium	Willingness to allow flexible systems to operate, consistent with appropriate levels of security.	Danger of excessive focus on security, or fear of undermining existing systems	Involvement of systems support staff in staff development	PT/ Line mangers
Other teachers and curriculum leaders	Awareness of teaching practice across the partner institutions.	Medium	To observe, review and comment on emerging practice.	Opportunities for informal engagement	Presentations to other project teams will be repeated locally	PT
Student support and library services	Assistance to learners	Medium	They will participate in a pilot which provides enhanced support, primarily via peer-to-peer mentoring.	Some support staff may lack expertise in learning technologies	Involve support staff in staff development sessions.	PT/ Line managers
JISC Programme manager	The programme manager will oversee all the projects in the programme.	High	Informed feedback on project outcomes	A positive attitude is anticipated	Prompt and well considered reporting	PT
JISC programme sister projects	The sister project teams will meet regularly to share experience.	Medium	Shared engagement with overall programme aims, and a commitment to evaluating progress .	A positive attitude is anticipated	Preparation for, and attendance at, programme meetings.	PT
Senior management of partner institutions and companies	These staff will line-manage staff on the projects, and commit institutional resources to the project.	Medium	Engagement with project aims, and embedding project outcomes in organizational contexts.	Senior management teams at both major partners are heavily committed to the project.	Summary information on project progress to be provided regularly to Senior Managers	PT
Funding Bodies for England and Wales	Fund overall provision, and devise and implement strategies for e-learning	Medium	No additional input. Existing documentation provides guidance	We anticipate significant interest in project outputs.	Specific promotion of project outputs	PT
MIS and Admin	These will manage	Low	Normal practice will	No issues	Keep MIS managers	PT

staff	administrative process relating to progression.		suffice, and the project will not address administrative issues.	anticipated	informed of project aims and progress	
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7. Risk Analysis

List factors that could pose a risk to the project's success, assess their likelihood and severity, and how you will prevent them from happening (or manage them if they if they occur). Cover the types of risks listed and any others that apply.

RISK	Probability	Severity	Action to Prevent/Manage Risk
Staffing Changes in personnel	1	2	Ensure clear documentation of project procedures, and sufficiently rich project team to facilitate effective handover of project
Organisational partner non-participation	1	2	Partner accord will ensure that partner payment is on delivery; a range of partners can mitigate the effects of one partner leaving the project
Technical Development problems delay in TrackMe service	1	2 (depending on the extent of the delay)	Continue PLE-based work until TrackMe is available.
External Suppliers Non-engagement by industrial partners	1	1	Non-engagement will feed into the evaluation of the project; contingency arrangements can be made using existing professional social networks.

8. Standards

The main standards that will be addressed are those concerned with personal technology (and therefore those which relate to work on Personal Learning Environments). Thus the standards addressed concern the aggregation, publication and consumption of data within a personal learning environment, and those standards which aid personal coordination of those services (particularly those which focus on identity).

Name of standard or specification	Version	Notes
RSS	2.0	
RDF		For control from XUL
ATOM	0.5	Used for publishing with OpenSocial
OpenSocial		
XUL		For development with Flock and Firefox
OpenID	2.0	

9. Technical Development

Technical development will involve the use of Firefox plugin architecture and will involve the development of a Tracking utility that will support the construction and sharing of themed patterns of action.

This development will involve a

1. Firefox XUL development of Tracking service that will store data in RDF format

2. Development of online data persistence to allow RDF data to be shared between users

10. Intellectual Property Rights

The IP in the SPLICE software will belong to the hosting institutions, but all code will be made available as Open Source on SourceForge using the GPL license, and the report will be published under the Creative Commons license.

Project Resources

11. Project Partners

List all project partners (including subcontractors), their roles, and the main contact. Indicate the date a consortium agreement was signed (or will be signed), and send a copy to the programme manager.

Coleg Harlech (www.harlech.ac.uk)
Greater Manchester Strategic Alliance (www.gmsa.ac.uk)
City College, Manchester (www.ccm.ac.uk)
Oldham University Centre (www.oldham.hud.ac.uk)
Cheadle and Marple 6th Form College (www.camsfc.ac.uk)

Redeye Northwest Photography Network Ltd. (<http://www.redeye.org.uk/redeye/default.asp>)
Brian Mills Designs Ltd. (<http://www.bmillsdesigns.co.uk/>)
Leanda Ryan (<http://www.leandaryan.com/>)
Bloc Creative Technology Wales (<http://www.bloc.org.uk/>)
Merseyside ACME (www.merseysideacme.com)

(A consortium agreement is due to be signed by January and will follow shortly)

12. Project Management

The project is structured into a number of work-packages, with staff allocated exclusively to these, as follows:

Project Management and Software: Development Mark Johnson
Pedagogy Leader (Harlech): Graham Hall
Research Assistant: Miranda Edwards
Pedagogy Coordinator (Harlech): Lynda Jones
Dissemination through GMSA partners: Bill Pollard, Pete Whitfield, Rupert Ward, Mark Johnson

Project coordination is provided by: (a) monthly meetings (either face-to-face or online), where staff present progress critically reflect on the various project strands; and (b) Communication within the social network and Gogledocs.

Project Manager

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13. Programme Support

None

14. Budget

See appendix A

Detailed Project Planning

Workpackages

See Appendix B

16. Evaluation Plan

Indicate how you will evaluate the quality of the project outputs and the success of the project. List the factors you plan to evaluate, questions the evaluation will answer, methods you will use, and how success will be measured. Expand as appropriate on how you will conduct the evaluation.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
November 07	Approach to Project	Relevance of techniques and technologies used.	Steering group Review	Consensus
January 08	Research methods and progress	Quality of Argument	Peer review	Reviewers' comments
March 08	Teaching outcomes	Effectiveness of inquiry-based approach	Steering group review	Reactions, comments
September 08	Research methods and progress	Quality of Argument	Peer Review	Reviewers comments
November 08	Sustainability	Synergy with institutional strategy	Steering group review/working group	Consensus
March 08	Efficacy of project	Overall review of outcomes	Comparison of partner experiences	Consensus

17. Quality Plan

Explain the quality assurance procedures you will put in place to ensure that project deliverables meet quality expectations and acceptance criteria. Complete the table below for each of the major deliverables providing as much detail as possible. Repeat the table as many times as necessary to accommodate all deliverables.

Output	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Ongoing	Extent of social network use	Systematic review of network and social exchanges within it.	Regularity and depth of engagement by participants	Steering group	n/a
Ongoing	Performance of TrackMe tool	Review of use of TrackMe in changing approach to assessment	Student work produced through TrackMe service	Mark Johnson	n/a
Ongoing	Quality of Research outputs	Peer review	Acceptance of outcomes by academic	Miranda Edwards, Mark Johnson	n/a

			community		
Ongoing but mainly Feb 09	Sustainability of approach	Qualitative review of approach with all stakeholders	Consensus of approval by project stakeholders	Steering group	n/a

18. Dissemination Plan

Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.

Timing	Dissemination Activity	Audience	Purpose	Key Message
November	Workshop	Practitioners, Learners, Teachers	Introduction to project	Exploration of industrial relationship with education
February 08	Workshop	Practitioners, Learners, Teachers	Dissemination and bridging online and face-to-face environments	Driving online engagement for practitioners
March 08	Conference paper, Metaphorum conference	Conference attendees	Dissemination of theoretical stance	Understanding personal technology and self-efficacy
September 09	Conference paper, ALT-C	Managers, developers, Learning Technologists	Dissemination of efficacy of theory in practice	Disseminate benefits of SPLICE approach
All project	Ning network, wiki and blog	All	SPLICE awareness raising	SPLICE, personalisation and Inquiry-based learning
All project	Dissemination of key outcomes from Harlech within GMSA institutions	FE audiences within GMSA partners	To disseminate and evaluate outcomes from Harlech engagement	An evaluation of Harlech SPLICE outcomes

19. Exit and Sustainability Plans

Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.

Project Outputs	Action for Take-up & Embedding	Action for Exit
Report	To be published by JISC	Inform future JISC development call
TrackMe	Published on SourceForge	Further embed in design of new assessments
SPLICE network	Widen membership	Disseminate benefits of network
Research Outputs	Further dissemination and application of methodology	Inform future JISC developments

List any project outputs that may have potential to live on after the project ends, why, how they might be taken forward, and any issues involved in making them sustainable in the long term.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Report	Impact on development agenda	Extended and published as a book	Book proposal needed
Prototypes	Use to drive a redesign of assessment	Development funding Open Source community	Project proposal Open Source foundation
SPLICE network	A key case-study in breaking down institutional barriers	Support new network creation with curriculum – either through SPLICE itself, or other networks	Dissemination audience as broad as possible
Research Outputs	Methodologically significant	Extend methodological practice to new domains in elearning and outside.	Engage in new project development

Appendixes

Appendix A. Project Budget

Directly Incurred Staff	September 07– March 08	April 08– February 09	TOTAL £
Project Coordinator/Technical Developer			
Project Coordinator (Harlech) @			
Research Coordinator (Harlech) @			
Pedagogy Leader (Harlech) @			
Total Directly Incurred Staff (A)	34501	56926	91426
Non-Staff	September 07– March 08	April 08– February 09	TOTAL £
Travel and expenses	1500	2101	3601
Hardware/software (TrackMe Server)	4458	Nil	4458
Dissemination (conference fees)	1500	2101	3601
Project Partners (3 * GMSA partner payments of 10k payable on completion of project)	Nil	30000	30000
consultancy (services from business partners)	7000	11000	18000
Total Directly Incurred Non-Staff (B)	12858	43200	56058
Directly Incurred Total (A+B=C)	48718	102368	151086
(C)			
Directly Allocated	September 07– March 08	April 08– February 09	TOTAL £
Institutional Overhead (Bolton @ fixed £46200)	11028	18197	29225
Institutional Overhead (Harlech @ 70%)	14274	23552	37825
Directly Allocated Total (D)	25302	41749	67050
Total Project Cost (C+D+E)	74020	144117	218136
Amount Requested from JISC	48718	102368	151086
Institutional Contribution	25302	41749	67050
Percentage Contributions over the life of the project	JISC	Partners	Total
	70%	30%	100%

Appendix B. Workpackages



WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1:			1	2	3	4														
2:		5	6	8	9	7							10					10		
3:		11				12	13													
4:		14	15	16	18			16			18	17	16	18			18	19		

Project start date: 1/09/07

Project completion date: 31/3/09

Duration: 18 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: <u>Objective:</u> The objective of work package 1 is to develop the	1/9/07	31/12/07	1. TrackMe Firefox tool 2. TrackMe online service for sharing 3. Technical Report		Mark Johnson

TrackMe service, which will form the basis of assessed learner activity.					
1. demonstration of initial prototype including RDF service to project steering group				1 st October 2007	
2. testing of browser-based tools for engaging with service				1 st November 2007	
3. Beta testing of TrackMe tools & services by project team				1 st December 2007	
4. 1 st January 2007 - Live rollout of service to learners					
WORKPACKAGE 2: <u>Objective:</u> To effect a transformation in teaching and learning strategy which embraces the technologies of the Personal Learning Environment (social software), and uses the TrackMe service to assess learner activity by reflection.	1/9/07	31/3/09	1. Documentation and dissemination of implemented teaching strategy and its relationship to technology strategy. 2. Creation of learning resources produced through peer teaching. 3. A specific case study testing some of the assumptions inherent in the PLE Reference Model, which will assist its authors in elaborating and refining it.		
5. To equip learners with a Personal Learning Environment based around the Firefox/Flock environment and introduce learners to a range of services and tools for coordinating online activity.				1/9/07	Graham Hall, Lynda Jones, Mark Johnson
6. To devise reflection-based assessment strategies which require learners to engage in online social action				Ongoing	
7. To embed TrackMe into the assessment strategy (from 1 st January, 2008)				1/1/08	
8. To embed interaction between learners and local creative industry partners within teaching strategy				Ongoing	
9. To incorporate peer mentoring/teaching between institutions and between industrial partners and college.				Ongoing	
10. Evaluation of learner practices carried forwards					

from Harlech to Bolton					
<p>WORKPACKAGE 3:</p> <p><u>Objective:</u> To disseminate practices amongst partners including businesses and the GMSA and to evaluate the effectiveness of this dissemination.</p>	1/09/07	31/3/09	<ol style="list-style-type: none"> 1. Creation of Peer-mentoring conditions within the network 2. Generation of content and discussions within the network. 3. Documentation of the conditions under which an effective engagement with industrial partners can be produced. 		Pete Whitfield, Rupert Ward, Bill Pollard, Mark Johnson
11. Establishment of online networking practices amongst partner industries				Ongoing	
12. Piloting of new technologies for the connecting of practices within business				Ongoing	
13. Establishing online peer teaching/cross-institution teaching				Ongoing	
<p>WORKPACKAGE 4:</p> <p><u>Objective:</u></p> <ol style="list-style-type: none"> 1. To disseminate practices amongst partners including businesses and the GMSA and to evaluate the effectiveness of this dissemination. 2. To coordinate Research outputs from the project 3. To coordinate the CHECK – DO – PLAN activities of the project 	1/9/07	31/3/09	<ol style="list-style-type: none"> 1. The SPLICE stakeholder model, which will be used to evaluate project progress and plan future action 2. Research outputs which disseminate methodology and models from the project 3. A report evaluating the effectiveness of the project management approach, new technologies and the efficacy of the project. 		Pete Whitfield, Bill Pollard, Rupert Ward, Mark Johnson
14. Create a project steering group comprising the major stakeholders who will meet at the SPLICE iteration sessions and decide the SPLICE stakeholder model.				1/10/07	
15. Create a project Blog where the continual progress of the project can be monitored, including the current project model.				1/10/07	

16. Run a project workshop for members of the JISC community, and other stakeholders.				Ongoing	
17. Presentation at a minimum of one appropriate e-learning conference, e.g. ALT-C; JISC Online.				Ongoing	Mark Johnson, Miranda Edwards
18. Regular project review sessions to monitor progress and assess outputs				Ongoing	Steering group
19. Project evaluation report documenting the extent of organisational, pedagogic and technological change, the impact on the partners and the wider community, and the options for sustaining progress.				1/3/09	Mark Johnson, Miranda Edwards