



## Project Document Cover Sheet

Project Information			
<b>Project Acronym</b>	COWL		
<b>Project Title</b>	Coventry Online Writing Laboratory		
<b>Start Date</b>	1st November 2008	<b>End Date</b>	31st October 2010
<b>Lead Institution</b>	Coventry University		
<b>Project Director</b>	Lisa Ganobcsik-Williams		
<b>Project Manager &amp; contact details</b>	Sharon Simkiss: Email: s.simkiss@coventry.ac.uk Tel: 024 7679 2302		
<b>Partner Institutions</b>	n/a		
<b>Project Web URL</b>	http://cuba.coventry.ac.uk/cowl		
<b>Programme Name (and number)</b>	JISC Capital Programme: Transforming Curriculum Delivery Through Technology		
<b>Programme Manager</b>	Lisa Gray		

Document Name			
<b>Document Title</b>	COWL Project Plan		
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<b>Author(s) &amp; project role</b>	Whole Project Team: main author Sharon Simkiss, Project Manager		
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Document History		
Version	Date	Comments
1.0	23.02.09	Version 1 of Draft Project Plan prepared by L G-W, SS, DM
2.0	19.03.09	Version 2 Revised Project Plan prepared by L G-W, SS, DM



## **JISC Project Plan**

### ***Overview of Project***

#### **1. Background**

This project builds on the highly successful work of the Centre for Academic Writing (CAW) at Coventry University. CAW is a specialised cross-university unit which provides academic writing support to students at all levels from Foundation Degree to doctoral work. CAW tutors work very closely with discipline-based tutors so that the development of writing skills is not divorced from students' substantive studies. Whilst units like CAW are relatively unusual in the UK (at the moment) they are quite common in North America and Europe.

CAW pedagogy and delivery is predominantly face-to-face and conducted in individual and small group sessions. Whilst students value this approach greatly it has two major drawbacks. Firstly it is not scalable and secondly it disenfranchises students who do not visit the campus on a regular basis. The COWL project aims to harness learning and teaching technologies to overcome these two issues, whilst also exploring where and how technologies could enhance and add value to the existing CAW provision. Scalability will be promoted by seeking ways of providing online support which is less reliant on direct tutor intervention. This will include the provision of diagnostic tools to help students assess their own writing, advice on particular types of writing, access to a wide range of resources to aid writing, exemplars of good writing etc. Access will be extended by creating online variants of current CAW provision, for example synchronous tutorials using Web 2.0 conferencing, screen casting for feedback, voice tools etc.

The project will not develop any new software tools. Rather it will build on tools generated by other JISC projects and elsewhere. These will be integrated into a seamless teaching and learning environment based on the university's e-learning platform, CUOnline.

Thus COWL does not replace CAW but is an additional online component which enhances and extends CAW's existing work. Ultimately we aim to provide a seamless, blended learning environment for academic writing support which students can access and benefit from according to their preferences and circumstances.

#### **2. Aims and Objectives**

The overall aim of the project is to evaluate the current provision in online writing support at Coventry University and elsewhere and to develop a comprehensive, integrated platform of technologically enhanced writing support mechanisms to be trialled at Coventry University and disseminated for further evaluation and use at other UK HEIs.

The major objectives of the project are to:

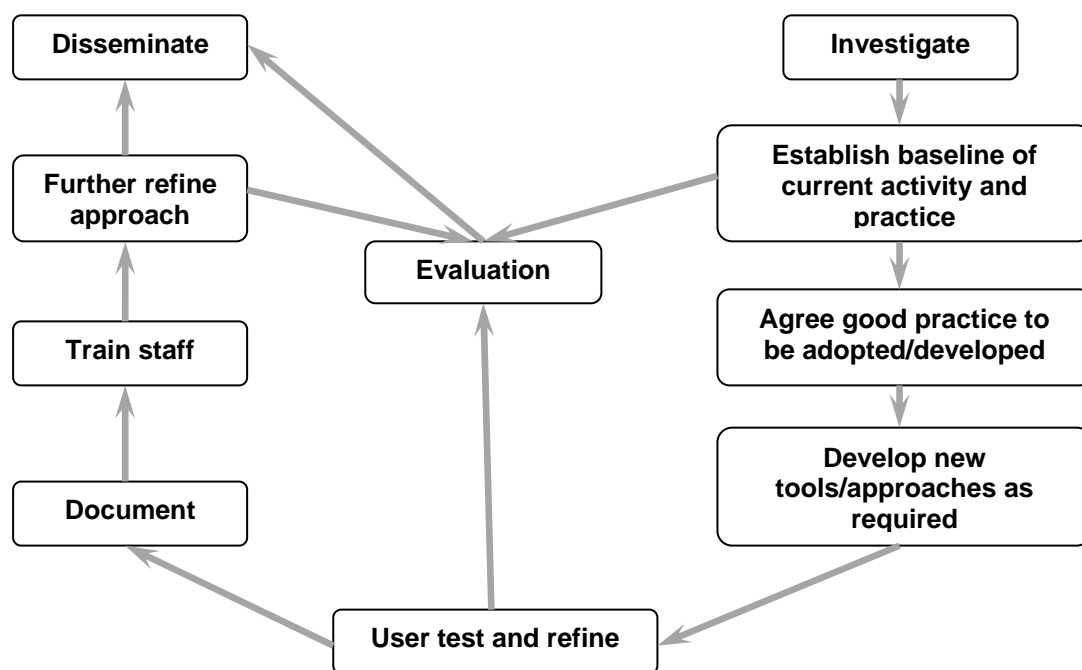
- Investigate and learn from experience of teaching academic writing skills in other countries
- Explore the affordances/appropriateness of existing e-learning tools, whether currently used to support academic writing or in other curriculum areas, that can be customised for online tutoring of academic writing at Coventry University and be re-used elsewhere.
- Deploy new technologies imaginatively in the area of academic writing
- Develop new pedagogical models for academic writing

- Develop new approaches to exploit social software tools for collaborative learning in the academic writing domain<sup>1</sup>
- Help discipline-based teaching staff to develop the teaching skills to, in turn, help their own students develop skill and confidence in writing
- Move towards more collaborative group teaching approaches, both in face-to-face environments and online.

### 3. Overall Approach

#### Strategy

Our project strategy follows the following cycle:



#### Methodology

The project is organised into three main phases. The first three months of the project have been spent defining the project, during which time current practice at Coventry, elsewhere in the UK and overseas has been reviewed, as have existing technologies and their potential effective use for the project. This has allowed the project team to refine and clarify the project vision and complete this full project plan.

An important output from this phase will be a process model of CAW's current provision which identifies current services, the processes by which students access them and the learning interventions which take place. This process map will form the basis on which the new approaches to be developed by COWL will be based. Critical processes will include administrative processes i.e. of booking workshops, tutorials, issuing reminders, record keeping etc.; learning and teaching processes of collaborative working, formative assessment, giving feedback and development planning and the technical processes which underpin effective learning and teaching.

The second phase will comprise the development of the chosen technologies and pedagogic approaches and a pilot implementation of the new curriculum delivery approach (including online

<sup>1</sup> The JISC (2007) publication *Supporting Lifelong Learners* provides good grounding for this argument. See page 17 of <http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/ebooktwo2007.pdf>

Project Acronym: COWL  
Version: v2  
Contact: Sharon Simkiss  
Date: March 2009

writing tutorials and sample stand-alone writing resources and teaching materials) in two areas of the university: paramedic science and economics. These two groups of students represent “extremes” of the contexts in which learners find themselves. The twenty paramedic students are in a highly mobile, work-based situation, studying online with relatively little attendance at the university. Many are mature students. The students are also highly dispersed. However, the professional standards they are required to meet lay emphasis on clear communication in all forms, including writing. The economists, a group, of up to eighty students, are predominantly full-time students studying face-to-face and in the 18-23 age bracket.

In the third phase of the project we will implement a curriculum delivery system which has been improved in the light of results from the pilot phase. The implementation will be across all appropriate areas of CAW’s work, both directly with students and through cascading the teaching of writing via academics in the disciplines. Although full-scale implementation across the institution will inevitably be phased, we would expect to complete it over a two-year time period.

The COWL tools and platform will be integrated with CUOnline (the university's learning environment) to exploit the power and functionality already available. In particular COWL will build on our work with CURVE (the institutional repository)<sup>2</sup> and PebblePad, our PDP system. In the former case this will ensure that CAW's content will be made available in a flexible but managed way and be easily linked to other applications. In the latter,, PebblePad will provide students with a personal digital space to store, develop, share and reflect on their work.

Evaluation will be a continuing process throughout the life of the project and beyond it. The project strategy diagram indicates three critical points at which evaluation activities inform the ongoing development of the project. Evaluation needs to consider the affordances and effectiveness of the tools being deployed in COWL from both staff and student perspectives. More importantly we need to consider the relationship between the tools being applied and the overall learning and teaching approach which COWL embodies in its academic writing curriculum. This implies that evaluation will need to take account of a range of perspectives including those of the students, academic writing tutors, discipline-based teaching staff, technical dimensions such as reliability and accessibility of COWL online services, pedagogic effectiveness and value for money.

## **Structure**

The project will be divided into the following seven workpackages:

- WP1: Review current practices
- WP2: Develop new curriculum delivery plan
- WP3: Develop new pedagogic approaches
- WP4: Integrations and adaptations of new technologies and tools
- WP5: Pilot implementation
- WP6: Embedding new practices across the University
- WP7: Evaluation

The project management team will ensure that internal and external dissemination activities are maximised.

The project will run for 24 months from 1 November 2008 to 31 October 2010

## **Issues to be Addressed**

CAW's problems are due to its success. Demand for CAW's services has risen steadily in the four years since its establishment: for example, the number of students seen in individual appointments has increased by 221%. The current delivery model is predominantly face-to-face with an emphasis on one-to-one sessions. This model is not scalable, nor is it accessible to all the university's students. The challenge is to deploy learning and teaching technologies successfully in order to make CAW

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<sup>2</sup> <http://curve.coventry.ac.uk>

services available to all our students at times and in ways which they choose, without losing the highly-valued personal element of what we currently do. In other words the franchise needs to be extended without compromising the quality of the service. This cannot be achieved simply by replicating what CAW does in an "online" mode, nor can we rely on existing face-to-face methods with the incremental addition of technology. A fundamental redesign of the way in which the academic writing curriculum is delivered is required to meet new demands.

In meeting this challenge the project will need to address the following issues:

- Serving the needs of diverse learners in flexible ways
- Raising retention rates, particularly of first year students
- Supporting non-traditional students
- Enabling students to use their own personal technologies and supporting them in developing learning practices which suit them
- Providing academic writing support both as a transferable skill and as a means of helping students to improve their learning and performance in their subject areas
- Providing academic staff development in the teaching of writing in the disciplines, including ways of giving online support.

It is not anticipated that the project will develop any new technologies. However, tried and tested technologies currently being used (such as web conferencing, screen casting, online feedback systems, voice tools, speech to text tools etc) which have clear applicability to online writing support, will be reviewed, as will current technologies being used and developed at Coventry University. The project will integrate these tools into a seamless framework based on our existing e-learning platform to expand our existing work in the writing support arena into an online provision. COWL (the online provision) will not replace CAW (the current face-to-face provision), but blend with it. This will, potentially, result in some of the technological approach of COWL being applied within CAW.

## Scope

The project covers all aspects of providing academic writing support. All the university's courses and groups of students are covered. The scope of the project is very broad and could be beyond the time frame and resources of the COWL project, hence the project's focus is to pilot the new approaches with specific groups within the university.

The lessons learned will be of interest to others developing academic writing support services and, to some extent, in the area of academic study support services in general.

## Critical Success Factors

1. Engagement by discipline based academic staff
2. COWL tools seen as being easy to use and not time-demanding by staff and students
3. Online support must be seen as an equal value service with face-to-face
4. Willingness of existing CAW staff to change/adapt teaching practice
5. Ability to ramp up staffing to meet demand

## 4. Project Outputs

### Deliverables:

- a) Practice review report
- b) Models, including:
  - a process model of current CAW delivery
  - a model of planned "blended" delivery approaches
  - a model describing the COWL service as implemented at the end of the project
- c) An analysis of the gap between the planned and outturn models

- d) Sharable learning designs for re-use/re-purposing by others made available through CURVE and Cloudworks
- e) Pedagogic tools for collaboration, giving feedback, student self-help etc.
- f) Technical documentation
- g) Documented working integrations with CUOnline
- h) Guidance for:
  - o **students** on how to prepare for a tutorial and get the most out of it, including following up on feedback
  - o **academic writing tutors** on how to use the available technologies to tutor online and pedagogical advice on online tutoring techniques
  - o **discipline-based academics** on how to use the online tools and content in their own teaching and in collaboration with the student and CAW tutors
- i) A good practice guide for other institutions seeking to establish OWLs
- j) Staff development materials
- k) Web content
- l) Institutional roll-out plan
- m) Evaluation reports

#### Knowledge and Experience:

- a) Improved knowledge of CAW staff of online pedagogies and methods
- b) CAW staff experienced in using a wider range of e-learning technologies
- c) Better understanding of needs of online students
- d) Improved experience of CAW staff and discipline based tutors of working together
- e) Knowledge of international good practice of providing academic writing support

## 5. Project Outcomes

The outcomes for students are:

- Improved access to academic writing support
- A richer range of support mechanisms
- Greater availability of self-help materials, including diagnostic tools
- Access to writing tutors beyond face-to-face provision (e.g. through web conferencing)
- Greater ability of discipline-based tutors to help with writing skills.

The outcomes for staff are:

- More confident faculty-based staff who can help students with their writing skills directly
- More flexible working arrangements
- Access to good practice in the teaching of academic writing
- A richer range of tools easily available with which to help students
- The ability to interact with students on a much wider basis.

The expected outcomes for Coventry University are:

- Improved student retention
- Improved student performance in their substantive programme
- Much greater take-up of CAW services
- Longer-term sustainability plan for CAW
- More effective use of CAW, faculty and other university staff
- A much fuller menu of support for students in their academic writing development
- Improved student satisfaction

In addition, there is also the opportunity for other institutions to learn and benefit from the knowledge and experience gained as part of the COWL project in terms of establishing their own OWLs.

## 6. Stakeholder Analysis

Stakeholder	Interest / Stake	Importance	Engagement
Students	Demonstrated demand for academic writing support in a wide variety of contexts, including online	High	Feedback questionnaires, focus groups
CAW Staff	Existing demand is becoming impossible to meet, an extended service will place stress on staffing resources	High	Regular team meetings, staff development workshops
JISC Community	An exemplar of the use of learning technologies to enhance student support for academic writing	High	Support project, JISC workshops
Wider HE community	Guidance on technology-enhanced approaches to supporting students in developing their academic writing skills and capabilities	Medium	Conferences, publications, COWL web site
Faculty Staff	Better equipped students perform better. Desire to help students - but students need guidance	High	ELATE internal best practice exhibition, other exhibitions, road shows, steering group and project team membership
University	Improved retention; more effective use of resources; improved customer satisfaction	High	Committees, regular reports, steering group
eLU	Development of e-Learning services for students and staff	Low	Members of the project team
Library, other support units	Need for specialised, professional, accessible unit to which they can refer students	Low	Steering group membership
Other academic writing centres	Access to a range of learning designs, models and tools to enhance their own learning and teaching environments.	Medium	Conferences, publications

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staff Loss	2	3	6	Use current staff. If project staff leave or become unavailable other members of the group can pick up the work.
Loss of Project Director	3	2	6	Other workpackage leaders have experience and could take over. Experience of directing JISC projects available in the University.
Poor project management	5	1	5	Use experienced team. Divide responsibilities for day-to-day operational project management from university business management systems to provide internal checks.
Poor faculty staff buy-in	4	1	4	Stress the positives for faculty staff (better prepared students, fewer assessment failures etc). Provide supportive training. Work closely with course teams rather than isolate individuals.

Poor student engagement	5	1	5	CAW's current problems derive from unmanageable levels of student demand. Students may well prefer f2f engagement with tutors; online services are provided as an addition to help cope with high levels of demand and improve accessibility rather than as a forced alternative.
Lack of institutional buy-in	4	1	4	Keep Academic Executive informed of progress. Publish project successes internally. Emphasise benefits rather than stress difficulties.

The Project Manager will maintain a risk register throughout the project. The register will appear on the agenda for project management meetings. Risks will be colour-coded on a simple traffic lights basis. Each risk will have a responsible project team member associated with it. New risks will be added as they arise. Risks which remain coded red for more than one month will be notified to the JISC Programme Manager along with a plan for mitigation.

## 8. Standards

Name of standard or specification	Version	Notes
IMS (Content)	Latest	All COWL content will meet IMS standards for re-usability.
e-Portfolio standards	Latest	As identified in Leap2a project.
Repository standards	Current	CURVE operates to all major current standards for interoperability and federation.

## 9. Technical Development

The COWL project does not include any software developments. Our normal development approaches will apply to COWL. These are based on initial small scale testing in pilot settings as a result of which developments may be terminated and other approaches identified or refinements made. Once small scale pilots have been successfully completed a large scale pilot will be conducted. This is evaluated with users and refinements made before a university-wide release is made. In all cases back-up systems are maintained to ensure that student users are not disadvantaged at the pilot stages.

CUOnline provides the technological context and starting point for COWL's technological development. The core technologies deployed in CUOnline are:

- Equella for repository functions (CURVE)
- PebblePad for e-portfolios
- Blackboard, the LMS (to be replaced by Moodle in 2010)
- Wordpress MU (implemented as CUBA) for blogs, wikis and small group collaborative working
- SharePoint for a student portal

The tools which COWL is likely to integrate include:

- Wimba Live Classroom (for audio-visual-textual (AVT) conferencing)
- Camtasia for screencasting
- e-POP for online consultations
- Feedback and assessment tools to be identified
- Instant messaging

- Skype
- Sightspeed (video chat, video mail and video conferencing)

## 10. Intellectual Property Rights

IPR will remain with Coventry University. All results and outputs will be freely disseminated and available for use by the HE and FE communities, provided that Coventry University and the JISC project are acknowledged as the sources. All project reports and materials produced will be freely available on the project website and will be accessible via CURVE (the University's institutional repository). It is not anticipated that the project will result in the development of new software.

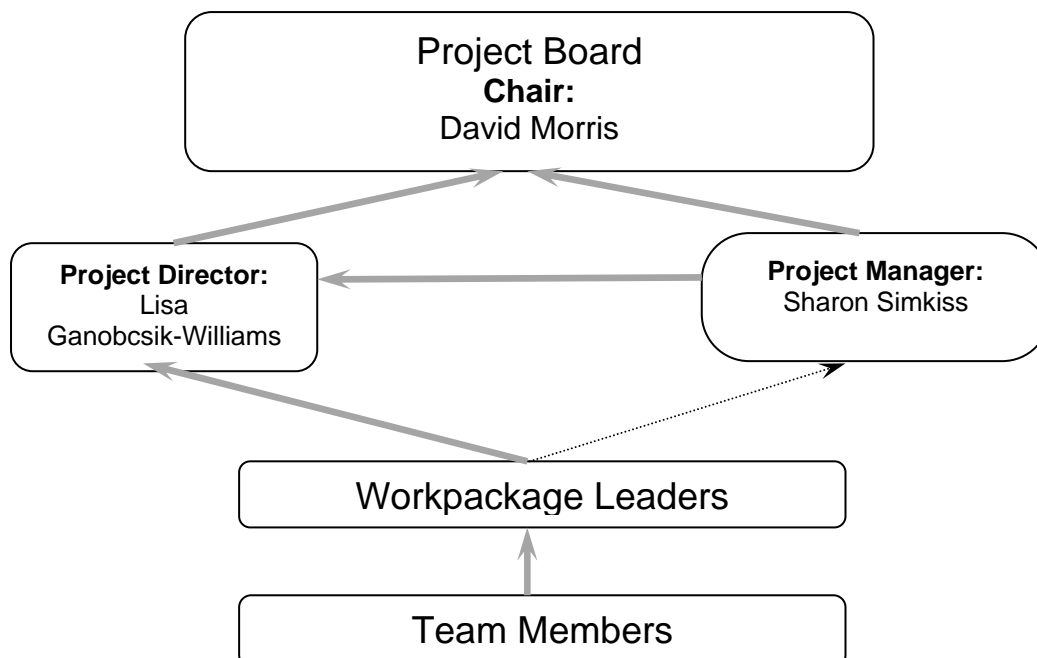
## Project Resources

## 11. Project Partners

None

## 12. Project Management

The project will be managed using the PRINCE2 methodologies framework. The eight PRINCE2 management processes will be carefully tailored to ensure that the project is successful and manageable. Project management will also be carried out in accordance with the JISC guidelines and requirements. The diagram below illustrates the project management structure and reporting arrangements.



### Workpackage Leaders

Each workpackage will have a workpackage leader. Workpackage leaders will be in charge of managing the work within their respective workpackages and for ensuring that milestones are met within the required timescales.

Project Acronym: COWL  
Version: v2  
Contact: Sharon Simkiss  
Date: March 2009

## The Project Board

The Project Board will meet once every two months. Meetings will be designed to review and communicate progress and resolve any issues that arise.

The following is a list of Project Board Members and their contact details:

Role	Name	Email Contact
Chair	David Morris	d.morris@coventry.ac.uk
Project Director	Lisa Ganobcsik-Williams	l.g-williams@coventry.ac.uk
Project Manager	Sharon Simkiss	s.simkiss@coventry.ac.uk
Project Assistant	Penny Gilchrist	p.gilchrist@coventry.ac.uk
Workpackage Leaders: WP 1, 2 & 6	Lisa Ganobcsik-Williams	l.g-williams@coventry.ac.uk
Workpackage Leaders: WP 3 & 5	Mary Deane	m.deane@coventry.ac.uk
Workpackage Leaders: WP 4	John Tutchings	j.tutchings@coventry.ac.uk
Workpackage Leaders: WP 7	Christine Broughan	c.broughan@coventry.ac.uk

## The Steering Group

The Steering Group will meet once per term, or three times each year. Meetings will be designed to update members with regard to progress and key developments of the project, and also to gain valuable feedback and advice from key stakeholders.

It will consist of representatives from each of the University Faculties/Schools, representatives from the Library and Student Services, a student representative, along with Prof Peter Hartley, critical friend for the project and at least one external representative. The Steering Group will be chaired by Prof David Morris, with the project director and project manager present. Workpackage leaders will also attend meetings to support the project director in providing project detail and specialist information.

The project blog <http://cuba.coventry.ac.uk/cowl> will be used as a means of communicating across the project. All members of the Project Team and Steering Group will be encouraged to post comments, useful information, links to useful resources, feedback on events attended etc. on the blog. Furthermore all project documentation will be held on the site, with workpackage leaders encouraged to plot the progress of, and reflections on, their individual workpackages on the site.

## 13. Programme Support

We believe it is important for us to be fully engaged with the Institutional Exemplars Support Project. At this stage we cannot identify any specific areas where we would like help but no doubt these will arise and we will contact the Programme Manager as and when required.

## 14. Budget

The project budget is attached within Appendix A at the end of this document.

## *Detailed Project Planning*

## 15. Workpackages

Workpackage details are attached in Appendix B at the end of this document.

## 16. Evaluation Plan

The Evaluation Plan is attached in Appendix C at the end of this document.

## 17. Quality Plan

<b>Output</b>	<b>Pedagogic tools</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Ongoing	Effectiveness	Assessment of student performance	Student grades	Tutors	Assessments as currently used
Ongoing	Student acceptance	Student feedback on teaching	Established student surveys	Director of CAW	Surveys
Ongoing	Application (are tutors using them)	Peer review of teaching	Review feedback	Peer group	

<b>Output</b>	<b>Integrations of new tools with CUOnline</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
As needed	Usability	User testing	User feedback	e-learning specialist	
Ongoing	Reliability	Performance monitoring	Regular testing User problems reported	Flying Squad	
Ongoing	Use	Use monitoring	Logs	Flying Squad	

<b>Output</b>	<b>COWL Web Presence</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Ongoing	Accessibility	Audit	Audit results	Anne Dickinson	
Ongoing	Reliability	Performance monitoring	Testing. User reports of problems	Flying Squad	
Ongoing	Use	Use monitoring	Recorded hits Logs	Flying Squad	

<b>Output</b>	<b>Good practice guides, case studies and staff development materials</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
During development	Usefulness	Informed external comment	Reports from critical readers	Director of CAW	
Post-publication	Usefulness	User comment	Feedback from users	Director of CAW	

<b>Output</b>	<b>Teaching and learning materials</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Ongoing	Accessibility	Expert audit	Report	Anne Dickinson	
Ongoing	Staff usability	Trials by CAW staff	Staff feedback	Workpackage leader	
Ongoing	Student usability	Student feedback	Student comment Regular student surveys	Director of CAW	
Ongoing	Student learning	Assessment	Assessment grades	Tutors	Regular assessments as normally used

## 18. Dissemination Plan

<b>Timing</b>	<b>Dissemination Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Key Message</b>
Ongoing	Project website	Everyone	Information	Project activities and successes
June/July 2009	EATAW Conference Exhibition stand, workshops, conference reports	Conference attendees Academic writing experts from around the world	Discussion, gaining feedback, project publicity	What the project is doing; interim lessons learned
June 2009 June 2010	ELATE (university internal conference and exhibition)	Coventry University staff	Informing and engaging university staff	Benefits of COWL
September 2009, 2010	iPED Conference (international conference hosted at Coventry)	Conference attendees; iPED website users	Gaining feedback; dissemination of project results	What the project is doing; lessons learned
Ongoing	Conference papers and journal articles	Everyone	Dissemination of results	Project outcomes
As arranged	JISC events	JISC community	Dissemination; gain feedback	Project progress, lessons learned, issues encountered

## 19. Exit and Sustainability Plans

<b>Project Outputs</b>	<b>Action for Take-up &amp; Embedding</b>	<b>Action for Exit</b>
COWL websites	These will be maintained for at least three years after the end of the project	None
COWL itself	Support for CAW and hence COWL is a key university commitment identified in the strategic plan and for which budgetary provision has been made.	None
COWL learning content	To be maintained in CURVE (Coventry University's institutional repository) and made freely available through it. Appropriate content will be deposited in JorumOpen under a JISC open content license.	Ensure all appropriate project outputs are deposited in CURVE
Project reports, papers, conference contributions	Make available through CURVE.	

Project Acronym: COWL  
 Version: v2  
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<b>Project Outputs</b>	<b>Why Sustainable</b>	<b>Scenarios for Taking Forward</b>	<b>Issues to Address</b>
COWL websites	Integral part of CAW's ongoing development	Maintain websites in our own interests. CAW has an ambition to become a leading academic writing centre worldwide.	Engaging colleagues from elsewhere in website activity. Ensuring COWL websites are easily discoverable.
Online pedagogic approaches for academic writing.	Long term need	Disseminate through specialist journal articles, conferences etc	

## Appendices

### Appendix A. Project Budget

Directly Incurred Staff	APR 08 - MAR 09	APR 09 - MAR 10	APR 10 - MAR 11	Total £
<b>Total Directly Incurred Staff (A)</b>	<b>£0.00</b>	<b>£0.00</b>	<b>£0.00</b>	<b>£0.00</b>
<b>Non-Staff</b>				
Travel and expenses	£1,000.00	£1,000.00	£1,000.00	£3,000.00
Dissemination	£0.00	£1,000.00	£1,000.00	£2,000.00
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£1,000.00</b>	<b>£2,000.00</b>	<b>£2,000.00</b>	<b>£5,000.00</b>
<b>Directly Incurred Total (A+B=C)</b>	<b>£1,000.00</b>	<b>£2,000.00</b>	<b>£2,000.00</b>	<b>£5,000.00</b>
<b>Directly Allocated</b>				
				£52,254
				£16,978
				£17,600
				£16,227
				£19,337
				£4,267
				£5,338
				£6,100
				£7,607
				£3,324
				£3,542
				£17,104
Estates	£7,830	£6,129	£2,862	£16,821
<b>Directly Allocated Total (D)</b>	<b>£87,670</b>	<b>£73,168</b>	<b>£25,661</b>	<b>£186,499</b>
<b>Indirect Costs (E)</b>	<b>£63,232</b>	<b>£49,495</b>	<b>£23,112</b>	<b>£135,839</b>
<b>Total Project Cost (C+D+E)</b>	<b>£151,902</b>	<b>£124,663</b>	<b>£50,773</b>	<b>£327,338</b>
<b>Amount Requested from JISC</b>	<b>£91,142</b>	<b>£74,798</b>	<b>£30,464</b>	<b>£196,404</b>
<b>Institutional Contributions</b>	<b>£60,761</b>	<b>£49,866</b>	<b>£20,310</b>	<b>£130,937</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC 60%</b>	<b>CU 40%</b>		<b>Total 100%</b>

## Appendix B. Workpackages



### JISC WORK PACKAGE

<b>WORKPACKAGES</b>	<b>Month</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1: Review Current Practices		1	2	3	4																				
2: Develop New Curriculum Delivery Plan			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
3: Develop New Pedagogic Approaches						5	6	7	8	9	10														
4: Integrations and Adaptations of New Technologies and Tools						5	6	7	8	9	10	11	12	13	14	15	16	17							
5: Pilot Implementation										9	10	11	12	13	14	15	16	17							
6: Embedding New Practices Across the University														13	14	15	16	17	18	19	20	21			
7: Evaluation			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

Project start date: 1st November 2008

Project completion date: 31st October 2010

Duration: 24 months

Project Acronym: COWL  
Version: v2  
Contact: Sharon Simkiss  
Date: March 2009

Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 1:</b>  <u>Objective:</u> Review current practice:					
1. Undertake research into best practice online delivery at other institutions in UK and Overseas	1st Nov 2008	1st Jan 2009	Research papers	Research Completed	Lisa G-Williams; CAW Tutors
2. Map current CAW delivery model	1st Dec 2008	1st Jan 2009	Process map of current delivery model	Present to Feb Project Board	Lisa G-Williams; P Gilchrist
3. Analyse research findings re best practice delivery	1st Jan 2009	1 <sup>st</sup> March 2009	Practice Review Report	Post on Project Website	Lisa G-Williams
4. Undertake research into existing technologies	1st Dec 2008	1st Jan 2009	Research papers	Research Completed	Lisa G-Williams; CAW Tutors; Ray Summers
5. Analyse research findings re existing technologies	1st Jan 2009	23rd Feb 2009	Draft Project Plan	Submitted to JISC	Lisa G-Williams; Sharon Simkiss; David Morris

Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2:</b>					
<u>Objective:</u> Develop new curriculum delivery plan					
1. Examine current CAW delivery model re advantages and disadvantages	1 <sup>st</sup> Dec 2008	1 <sup>st</sup> Jan 2009	Benefits and shortcomings highlighted	<b>Benchmark of existing model</b>	G-Williams; P Gilchrist
2. Based on the findings of WP1 identify technologies and e-learning tools to be deployed	1 <sup>st</sup> Nov2008	1 <sup>st</sup> Dec 2008	List technologies to be deployed	<b>Report to Dec Project Board</b>	G-Williams; J Tutchings; R Summers
3. Develop the new delivery model	1 <sup>st</sup> Jan 2009	1 <sup>st</sup> April 2009	<b>Planned 'blended' delivery approaches model</b>	<b>Report to April Project Board</b>	G-Williams; P Gilchrist
4. Benchmark new delivery model with existing	1 <sup>st</sup> March 2009	1 <sup>st</sup> April 2009	Expected student benefits identified	<b>Benchmark new model</b>	G-Williams
5. Engage stakeholders	1 <sup>st</sup> Dec 2008	1 <sup>st</sup> June 2009	Stakeholder briefings held	<b>Briefings Completed</b>	G-Williams; J Tutchings; M Deane; C Broughan
6. Develop 'blended' delivery model to reflect project progress	1st May 09	1st Aug 2010	<b>Map of implemented delivery model Analysis of gap between planned and outturn model</b>	<b>Model and analysis available</b>	G-Williams

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Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 3:</b>					
<b>Objective:</b> Develop new pedagogic approaches					
1. Review workpackage 1 to identify a pedagogic approach for giving feedback to student writers via COWL	1st March 2009	1st May 2009	Key theorists/approaches identified to inform COWL pedagogic approach Agreed Approach.	<b>Report to June Project Board</b>	Deane, Childs, Brick, Writing Tutors, G-Williams
2. From workpackage 2, identify how lecturers in the disciplines/CAW Writing specialists will use COWL for giving feedback to student writers	1st May 2009	1st June 2009	<b>Pedagogic tools identified</b>	<b>Report to June Project Board</b>	Deane, Childs, Brick, G-Williams, Writing Tutors
3. Identify requirements for content within COWL and co-ordinate production/linking resources	1st May 2009	1st Sept 2009	<b>COWL site populated</b>	<b>Demonstrate website to Oct Steering Group</b>	Deane, Childs, Brick, G-Williams, Garratt, Walsh/Guest, Writing Tutors

Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 4:</b>					
<u>Objective:</u> Integrations and adaptation of new technologies and tools					
1. Develop single sign on from Blackboard Vista	1st March 2009	1 <sup>st</sup> Sept 2009	SSO Deployable component tested and ready to use in Blackboard Vista <b>SSO Deployable component distribution package including documentation ready for distribution</b>	<b>Deployable component installed</b>	John Tutchings
2. Develop single sign on from Moodle	1st March 2009	1 <sup>st</sup> Sept 2009	SSO for Moodle Widget tested and ready to use in Moodle <b>SSO Widget package, including documentation ready for distribution</b>	<b>SSO Widget Installed</b>	John Tutchings
3. Set up COWL website	1st March 2009	1st May 2009	COWL website ready to be populated	<b>Website available for editing</b>	John Tutchings
4. Develop integrations to identified technologies as highlighted from workpackage 2 from the COWL site	1st May 2009	1 <sup>st</sup> Sept 2009	New technologies integrated with COWL site <b>Guidance report on implementing technologies</b>	<b>Website technology demonstrated to Sept Project Board</b>	John Tutchings
5. Train COWL staff	1st July 2009	1 <sup>st</sup> Sept 2009	<b>User guide available</b>	<b>Staff trained</b>	John Tutchings
6. Develop tools for giving feedback in relation to pre-pilot outcomes	1st Aug 2009	11 <sup>th</sup> Sept 2009	Tools revised and working	<b>COWL site upgraded</b>	John Tutchings
7. Develop tools for giving feedback in relation to pilot outcomes	14 <sup>th</sup> Sept 2009	1st April 2010	Tools revised and working	<b>COWL site upgraded</b>	John Tutchings

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Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 5:</b>					
<b>Objective: Pilot Implementation</b>					
1. Monitor pre-pilot tools for giving feedback to student writers	1st July 2009	14th Aug 2009	Report findings of pre-pilot	<b>Report to Sept Project Board</b>	Deane, Garratt, Walsh, Writing Tutors, L G-Williams
2. Collaborate with Technology workpackage team to revise/develop tools for giving feedback to student writers	1st Aug 2009	11th Sept 2009	Issues identified and solutions provided	<b>COWL site revised</b>	Deane, Garratt, Walsh, Writing Tutors, L G-Williams
3. Plan staff development for lecturers taking part in the pilot and CAW writing specialists to prepare them for giving feedback to student writers via COWL	1st July 2009	1st Sept 2009	Training materials designed	<b>CAW and Pilot Lecturers Instructed</b>	Deane, Childs, Brick, G-Williams, Garratt, Walsh, Writing Tutors
4. Develop student guidance in the use of COWL	1st July 2009	1st Sept 2009	Pilot user guides	<b>User guides provided</b>	Deane, Writing Tutors
5. Monitor pilot of tools for giving feedback to student writers	14th Sept 2009	1st Feb 2010	Report key findings of pilot	<b>Report to COWL Feb Steering Group</b>	Deane, Garratt, Walsh, Writing Tutors, L G-Williams
6. Collaborate with Technology workpackage team to further revise/develop tools for giving feedback to student writers	1st Oct 2009	1st April 2010	Issues identifies and solutions provided	<b>COWL site revised</b>	Deane, Garratt, Walsh, Writing Tutors, L G-Williams

Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 6:</b> <b>Objective:</b> Embedding new practices across the university					
1. Develop materials and teaching plans for a training course on online writing tutoring techniques and pedagogies for CAW Academic Writing tutors	1 <sup>st</sup> Nov 2009	1 <sup>st</sup> Feb 2010	<b>Staff development materials</b>	<b>Teaching materials available</b>	G-Williams; M Deane
2. Develop self-help materials (user guides and resources) for lecturers in the disciplines, CAW writing specialists and student users of COWL	1 <sup>st</sup> Nov	1 <sup>st</sup> Feb 2010	<b>User guides and resources available</b>	<b>Self-help materials published</b>	Deane, Childs, Brick, G-Williams, Garratt, Walsh/Guest, Writing Tutors
3. Deliver training course on online writing tutoring techniques and pedagogies to all of the CAW writing tutors	1 <sup>st</sup> Feb 2010	1 <sup>st</sup> May 2010	3 x 3-hour training courses delivered to CAW Tutors	<b>Initial training completed</b>	G-Williams; CAW Lecturers
4. Develop staff development materials and faculty-based workshops on tutoring writing online for lecturers in the disciplines.	1 <sup>st</sup> Jan 2010	1 <sup>st</sup> May 2010	<b>Staff development materials</b> <b>Shareable learning designs for re-use/re-purposing</b>	<b>Materials completed /user tested</b>	G-Williams; M Deane
5. Deliver faculty-based workshops on tutoring writing online to lecturers in the disciplines.	1 <sup>st</sup> June 2010	1 <sup>st</sup> Aug 2010	Two faculty-based workshops delivered to all interested staff in the five CU faculties	<b>Workshops completed and evaluated</b>	G-Williams; CAW lecturers
6. Develop a plan for institution-wide roll-out of CAW online writing tutoring provision	1 <sup>st</sup> Jan 2010	1 <sup>st</sup> Aug 2010	<b>Institutional roll-out plan</b>	<b>Plan approved by Oct Project Board</b>	G-Williams
7. Develop guidance for other institutions seeking to establish OWLs	1 <sup>st</sup> Jan 2010	1 <sup>st</sup> Aug 2010	<b>Good practice guide</b>	<b>Guide Published</b>	G-Williams and COWL Project Team

Workpackage and Activity	Earliest Start Date	Latest Completion Date	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 7:</b>					
<b>Objective: Evaluation</b>					
1. Develop evaluation plan	1st Dec 08	1st Feb 09	<b>Evaluation plan</b>	<b>Present to Feb Steering Group</b>	Christine Broughan
2. Identify perceptions of student's academic writing needs and where they currently go for help	1st Feb 09	1st April 09	Review of data analysed	<b>Report to April Project Board</b>	Christine Broughan
3. Explore students' usage of technologies	1st March 09	1st April 09	Review of data from survey re students knowledge and access to technologies	<b>Report to April Project Board</b>	Mark Childs
4. Explore the advantages/risks/limitations of an online laboratory at the EATAW Conference	1st April 09	1st Sept	Data collected and reviewed	<b>Report to Sept Project Board</b>	Mark Childs
5. Assess the demographics of current CAW students	1st May 09	1st June 09	Review of CAW student demographics	<b>Report to June Project Board</b>	Christine Broughan
6. Assess the demographics of students within the pilot	1st Sept 09	1st Dec 09	Review of pilot demographics	<b>Report to Jan Project Board</b>	Christine Broughan
7. Interim evaluation of phase one	1st Dec 09	1st Jan 10	<b>Interim report</b>	<b>Present to Feb steering group</b>	Christine Broughan
8. Assess the impact of the COWL project i.e. scalability, accessibility, usability, widening participation, personalised learning environment, enhanced learning experience, progression and achievement. Assess dissemination strategy	1st Jun 10	29 <sup>th</sup> Oct 10	<b>Final report and sustainability plan</b>	<b>Final report to JISC</b>	Christine Broughan

## Appendix C. Evaluation Plan

# Planning the evaluation of the COWL Project

Workpackage 7

## Project aims and objectives

### Aim

The overall aim of the project is to evaluate current provision in online writing support at Coventry University and elsewhere and to develop a comprehensive, integrated platform of technologically enhanced writing support mechanisms to be trialled at Coventry University and disseminated for further evaluation and use at other UK HEIs. (p. 6 of bid)

### Objectives

- Deploy new technologies imaginatively in the area of academic writing
- Help discipline-based teaching staff to develop the teaching skills to, in turn, help their own students develop skill and confidence in writing
- Move towards more collaborative group teaching approaches, both in face-to-face environments and online
- Develop new pedagogical models for academic writing
- Develop new approaches to exploiting social software tools for collaborative learning in the academic writing domain
- Investigate and learn from experience of teaching academic writing skills in other countries
- Explore the affordances of existing e-learning tools, whether currently used to support academic writing or in other curriculum areas that can be customised for online tutoring of academic writing at Coventry University and be re-used elsewhere. (p. 6 of bid)

## Evaluation plan

<b>Evaluation questions</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Source of information</b>	<b>Collection method</b>	<b>Schedule</b>
<i>What do you want to know?</i>	<i>How will you know?</i>	<i>What is the situation prior to any activity?</i>	<i>Where can this data be obtained?</i>	<i>How will the data be generated?</i>	<i>When, where and who will gather the data?</i>
What are the perceptions of the CAW service at present?	We can ask staff and students what the perceived strengths and possible limitations of the present service are.	We have approximately 1,000 students using the service each year and XX academic staff actively engaged with CAW services	We can get this information from students and staff	We have the contact details of all students who accessed the service last year. We will use a survey to generate the data. We can publicise the survey using 'message of the day' 'CUOnline homepage' 'email'	We will survey students using surveyshare online software. This should be conducted during March/April 2009. Christine
How might an online writing laboratory address some of these limitations? What are the possible 'risks'?	We can use evidence from other online services. We can ask the students/staff involved in the project for their views.	Current service provision	Secondary data Web search Conferences stakeholders	Literature view of 'best practices' with online services such as the one we wish to offer. Possible visits to other institutions/sites/conferences to gather best practice.	This is ongoing. Christine and Lisa
What are the key pedagogical principles behind gaining academic writing skills?	Join output from wp7 and background review wp	The currently employed pedagogical principles using the mapping exercise conducted by Lisa GW	Previous research by CAW staff. Lisa's baseline review.	Analysis of baseline review. Interviews with CAW staff.	April – June 2009

<b>Evaluation questions</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Source of information</b>	<b>Collection method</b>	<b>Schedule</b>
<i>What do you want to know?</i>	<i>How will you know?</i>	<i>What is the situation prior to any activity?</i>	<i>Where can this data be obtained?</i>	<i>How will the data be generated?</i>	<i>When, where and who will gather the data?</i>
Will COWL address scalability issues?	We should see a much greater uptake of CAW services. Although we have two small pilot groups, we can calculate the proportion of students accessing the online service and compare that to the ratio of students currently using the service. Because the project will deliver exemplar staff development materials with guidance notes these can be located in CURVE and used by academics to encourage writing in the discipline. This should result in more confident faculty based staff that can help their students with their writing skills directly.	Currently the University has 10,000 FTEs and 699 accessing the service.  Academic staffs are currently supported by CAW but in a limited way.	We can calculate and compare ratios of students using the current face-to-face service and compare that with the number accessing the online service. We can ask academic staff whether they feel empowered to use the materials and whether it has encouraged/ fostered a greater ownership of the delivery of academic writing skills	Students accessing the face to face service are logged using AccuTrack and online service users will be logged automatically and a report generated.  Focus groups with academic staff who have used/or are planning to use the materials.	Accutrack data from Penny. Online service data from eLearning unit. Collated and analysed by Christine  Staffs focus groups during months 23-24.

<b>Evaluation questions</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Source of information</b>	<b>Collection method</b>	<b>Schedule</b>
<i>What do you want to know?</i>	<i>How will you know?</i>	<i>What is the situation prior to any activity?</i>	<i>Where can this data be obtained?</i>	<i>How will the data be generated?</i>	<i>When, where and who will gather the data?</i>
Will COWL address accessibility issues?	We should see greater levels of satisfaction with the service. We will know if there is an increase of usage from students with disabilities from the pilot or students not involved in the pilot express a preference for this type of service. Students with disabilities may have mobility problems, visual difficulties, some have more difficulties organising their time.	We know how many students with disabilities use the current service and we can ask them their views of it.	From discussing the project with the disabilities office. From talking to students with disabilities  Anne Dickinson (CSHE's accessibility expert) will review all materials produced and comment on them.	Focus groups with students with disabilities. Meeting with Disabilities Office.	
How will COWL contribute to the widening participation agenda?	Learners with childcare responsibilities will be able to access the service in the evenings when they do most of their studying.	Current provision is face-to-face and may limit access to some groups.	From stakeholders	Monitoring accesses to COWL electronic resources.  Student survey Interviews	
How will COWL help to personalise the learning environment?	There will be a much fuller menu of support for students in their academic writing development. Will students access the service more at times that suit them? Students will have a choice of TELES ( learning environments)	Fixed office hours. No out of hours. Need to make set appointment (i.e. 10mins or 30mins) Only face to face contact offered	Assess COWL electronic resources from a personalisation viewpoint. Are resources integrated with PDP systems? How do students use the resources? What do students use?	Audit of COWL web resources.  Usage data.  Student interviews?	

<b>Evaluation questions</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Source of information</b>	<b>Collection method</b>	<b>Schedule</b>
<i>What do you want to know?</i>	<i>How will you know?</i>	<i>What is the situation prior to any activity?</i>	<i>Where can this data be obtained?</i>	<i>How will the data be generated?</i>	<i>When, where and who will gather the data?</i>
How will COWL contribute to an enhanced student learning experience and encourage greater progression and achievement levels?	We should see improved student performance on their substantive programmes. It should help to address issues raised as factors contributing to non-continuation.	Students in the workplace and placement students have often cited feeling unsupported by the University and we know from previous research at the institution that this is a hot-spot in terms of when students leave their programme of study because of perceived lack of support in general from the institution.	We will ask students at the end of project evaluation	End of project evaluation with the pilot group. Ask stakeholders focus group.	End of the project months 23-24