

**Cover Sheet for Proposals***(All sections must be completed)*

<b>Name of Call Area Bidding For (tick <u>ONE</u> only):</b>			
<b>Call I: Transforming Curriculum Delivery Through Technology (JISC funded)</b>			√
<b>Call I: Transforming Curriculum Delivery Through Technology (Becta funded)</b>			
<b>Call II: Assessment demonstrators</b>			
<b>Call III: Course description and discovery</b>			
<b>Name of Lead Institution:</b> Kingston University			
<b>Name of Proposed Project:</b> Mobilising Remote Student Engagement (MoRSE)			
<b>Name(s) of Project Partner(s):</b> De Montfort University			
<b>Full Contact Details for Primary Contact:</b>			
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<b>Length of Project:</b> 2 years			
<b>Project Start Date:</b> October 2008		<b>Project End Date:</b> September 2010	
<b>Total Funding Requested from JISC:</b> £197,789			
<b>Funding Broken Down over Financial Years (April - March):</b>			
<b>April 08 – March 09</b>	<b>April 09 – March 10</b>	<b>April 10 – March 11</b>	
£49,308	£98,148	£50,333	
<b>Total Institutional Contributions:</b>			
<b>Outline Project Description</b>			
<p>New developments in mobile, broadband wireless technologies, and the reducing cost of access to those technologies, are opening up opportunities to extend formal educational outcomes beyond the University. The <b>MoRSE</b> (Mobilising Remote Student Engagement) project will develop the idea of learning beyond the institution by developing discipline-based approaches to the enhancement and student-ownership of fieldwork and placements. In particular, the project will integrate outcomes from previous projects on mobiles, Web 2.0 and a learner experience, in order to focus upon issues of isolation, interaction, reflection and feedback for students undertaking fieldwork and placements. This will be achieved through a partnership between students, employers and tutors.</p>			
<b>I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)</b>	√ YES	NO	
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)</b>	√ YES	NO	

**FOI Withheld Information Form**

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

<b>Section / Paragraph No.</b>	<b>Relevant exemption from disclosure under FOI</b>	<b>Justification</b>

## 1 Fit to programme objectives and overall value to the wider community

1.1. The challenge to be addressed by the **MoRSE** project is how institutions can develop processes that maximise the impact of fieldwork and placements on student learning and personal development through an appropriate integration of mobile, personal technologies, linked to social tools. There is nascent work being undertaken on practice-based curricula<sup>1</sup>, in order to develop a series of case studies of learner engagement. This enhances the personal-support and institutional-readiness precepts highlighted in the QAA code of practice for work-based learning.<sup>2</sup> However, there is little evidence of how Web 2.0 tools are being integrated with the learner's own mobile technologies, to deliver a personalised learning experience, which is integrated within a situated, social learning context. Moreover, there is little evaluation evidence for the impact of these tools on the delivery of meaningful curricula<sup>3</sup>. Further, issues arise with the integration of fieldwork with other parts of the curriculum, especially within modular programmes<sup>4</sup>, though practice guides describe the use of Internet tools to link the field with the classroom as part of preparatory exercises, and there many examples of virtual field trip developments.

1.2. The delivery of a situated curriculum for students working beyond the institution in practice-based environments is critical.<sup>5</sup> The QAA Earth Science subject benchmarks state the importance of field-based studies in enhancing skills in team working, problem-solving, self-management and interpersonal relationships<sup>6</sup>. Both the STAR (2008) and Learning from Digital Natives Projects (2008)<sup>7</sup> have highlighted how skills may be developed informally, and how institutions need to develop broader and deeper social networks, amongst staff and students, in order to develop academic literacies. Yorke and Longden have also highlighted the impact of decision-making, new teaching styles, access to resources and social integration on the retention of first-year students.<sup>8</sup> One approach for overcoming these issues is the development of strong, personal learning skills, and this is also true of fieldwork and placement students.

1.3. The **MoRSE** project will build upon the expertise developed by Kingston University in the pedagogy and practice of mobile technologies in the curriculum, and allies this to the expertise of De Montfort University in Web 2.0 tools and approaches<sup>9</sup>, to develop a situated understanding of the impact of the tools on student practice, beyond the institution, and the concomitant impact on institutional processes. In particular, the project is designed to focus upon the processes which support fieldwork and placements, in order to address the following questions outlined in the call:

- how will learners who are working beyond the formal institutional context achieve?
- what challenges do they face, and how can the mobile technologies that they already use provide them with differentiated support?
- what kinds of student-student, student-tutor and student-mentor interactions are these learners engaging in and what technologies are being used to support them?
- how can these technologies encourage students to reflect on their learning and experience?
- how can a mix of mobile and Web 2.0 tools be refined and maximised so that learners are given appropriate feedback on their progress?

1.4. A collaborative approach will enable a richer set of outcomes to be developed, based upon demonstrable strengths in e-pedagogy and curriculum delivery, using focused, mobile and personalised technologies. Moreover, this collaborative approach will develop a set of comparative

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<sup>1</sup> Learners' experiences of blended learning environments in a practice-based context (PB-LXP).

[http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_pblxp.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_pblxp.aspx);

<sup>2</sup> QAA Code of Practice, Section 9: Work based learning and placement learning.

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/placementLearning.pdf>

<sup>3</sup> Higher Education Academy Blended Learning Review (R.Sharpe and G.D. Benfield, 2007)

[http://www.heacademy.ac.uk/projects/detail/r\\_2006\\_sharpe](http://www.heacademy.ac.uk/projects/detail/r_2006_sharpe)

<sup>4</sup> Teaching Geoscience through Fieldwork (R.Butler, 2007)

[http://www.heacademy.ac.uk/projects/detail/r\\_2006\\_sharpe](http://www.heacademy.ac.uk/projects/detail/r_2006_sharpe)

<sup>5</sup> Knight P.T. & Yorke M. (2004) Employability: judging and communicating achievements.

[http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id460\\_embedding\\_employability\\_into\\_the\\_curriculum\\_338.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id460_embedding_employability_into_the_curriculum_338.pdf)

<sup>6</sup> QAA Earth Science subject benchmarks.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/EarthSciences.asp>

<sup>7</sup> Student Transitions and Retention Project. <http://www.ulster.ac.uk/star/>; Learning from digital natives: bridging formal and informal learning <http://www.academy.gcal.ac.uk/ldn/LDNFinalReport.pdf>

<sup>8</sup> Yorke, M and Longden, B. (2008) *The first-year experience of higher education in the UK (Phase 2)*.

<http://www.heacademy.ac.uk/assets/York/documents/resources/publications/FYEFinalReport.pdf>

<sup>9</sup> Kingston University (2008), *R<sup>2</sup>: Rapid Reaction and Response*. <http://kudevoes.kingston.ac.uk/~martin/single/>; De Montfort University (2008), *e-Learning Pathfinder project*. <http://dmupathfinder.blogspot.com>

impact analyses that define good practice in situated, work-related activities, as defined in both fieldwork and placements. These outcomes map onto those in paragraph 31 of the call, and will be as follows.

- 1.4.1. Learners, mentors and tutors involved in the project will be enabled to reflect upon the impact of mobile, personalised web technologies on the development of their independent study skills and develop strategies for engaging with fieldwork and placement activities. [To engage with: the *REAP*<sup>10</sup> and *TESEP*<sup>11</sup> project outcomes for learners of situated, self-managed learning and assessment activities with technologies; the *Design for Learning Phase 2* focus upon progressive, networked e-pedagogies<sup>12</sup>]
- 1.4.2. The identification and evaluation of personalised learner experiences on fieldwork and placement. This outcome will be based on the impact of mobile, personal technologies in three programmes at two institutions, and will include recommendations for scalability and transferability. Use cases will be co-authored with the learners in order to enhance their authenticity. [To engage with: the *Higher Education Academy Blended Learning Review*<sup>13</sup> and its focus upon more research into successful interventions; the *Ravensbourne Learner Integration* project<sup>14</sup> and its focus on technology-enhanced, personalised ownership of learning; the *PB-LXP* project<sup>15</sup> and practice-based approaches.]
- 1.4.3. Engagement of fieldwork and placement units with mobile, personal technologies, in order to deliver recommendations for both enhanced curriculum delivery and support for students, staff and mentors in the learning process. This will enable institutional strategies for agile, responsive and flexible delivery to be framed. [To engage with: the costing and workload issues highlighted in the *Higher Education Academy Benchmarking Phase 2 report*<sup>16</sup>; the *Higher Education learning portfolio for placements* project<sup>17</sup> outcomes on reflection with Foundation Degree students; and the Geography, Earth and Environmental Sciences subject centre<sup>18</sup> who have identified fieldwork teaching and learning as being a key current issue for the discipline and support work on IT in field work (e.g. see Maskall et al, 2007<sup>19</sup> and the 'e-Learning or a-Gimmick? Evaluating the use of rich media in Geography fieldwork project'<sup>20</sup>]
- 1.4.4. The refinement of institutional structures, procedures and processes that support the data capture, assurance and management of students on placement and fieldwork. [To engage with: the *Placement learning and assessment toolkit (mPlat)* project<sup>21</sup> and its focus on back-end architectures and processes for practice-based work.]

1.5. Fieldwork is an essential component of a number of academic disciplines at Kingston University, especially in Geography, Earth and Environmental Sciences with 15 national and eight international fieldtrips running each year, ranging in time from one day to two weeks.

1.6. Depending on the level of study and the specific discipline field trips will have a combination of staff led and student led components including problem based scenarios and mini research projects. The field trip will normally start with a briefing and overview of the study area. Specific staff led components might include demonstrating a particular field technique or describing a particular natural or manmade phenomenon. Student centred projects are normally group based and will involve a small scale research investigation or problem solving scenario. This might be for example to

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<sup>10</sup> REAP project. <http://www.reap.ac.uk/>

<sup>11</sup> TESEP project. <http://www2.napier.ac.uk/transform/>

<sup>12</sup> Design for Learning Phase 2. Available at: [http://www.jisc.ac.uk/elp\\_designlearn](http://www.jisc.ac.uk/elp_designlearn)

<sup>13</sup> Higher Education Academy Blended Learning Review (R.Sharpe and G.D. Benfield, 2007) [http://www.heacademy.ac.uk/projects/detail/r\\_2006\\_sharpe](http://www.heacademy.ac.uk/projects/detail/r_2006_sharpe)

<sup>14</sup> *Ravensbourne Learner Integration* project.

[http://www.jisc.ac.uk/whatwedo/programmes/programme\\_elearning\\_capital/el\\_tsle/ravensbourne.html](http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_tsle/ravensbourne.html)

<sup>15</sup> Learners' experiences of blended learning environments in a practice-based context (PB-LXP).

[http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_pblxp.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_pblxp.aspx)

<sup>16</sup> Higher Education Academy Benchmarking Phase 2 report (V. Adamson and J. Penderleith, 2008). <http://elearning.heacademy.ac.uk/weblogs/gwella/?p=27>

<sup>17</sup> Higher Education learning portfolio for placements

[http://www.jisc.ac.uk/whatwedo/programmes/programme\\_elearning\\_capital/el\\_heinfe/helpp.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_heinfe/helpp.aspx)

<sup>18</sup> Geography, Earth and Environmental Sciences Subject Centre. <http://www.gees.ac.uk/index.htm>

<sup>19</sup> Supporting fieldwork using information technology (J. Maskall, A.Stokes, J. B. Truscott, A. Bridge, K. Magnier and V. Calderbank, in Planet, 18, 2007) <http://www.gees.ac.uk/pubs/planet/p18/im.pdf>

<sup>20</sup> e-Learning or a-Gimmick? Evaluating the use of rich media in Geography fieldwork (R. Jones & J. Newman) <http://www.gees.ac.uk/projtheme/smallfund/2006/projs06.htm#evalrichmed>

<sup>21</sup> Placement learning and assessment toolkit (mPlat).

[http://www.jisc.ac.uk/whatwedo/programmes/programme\\_elearning\\_capital/el\\_xinsti/mplat.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_xinsti/mplat.aspx)

investigate the relationship between stream flow and sediment transport rates in a river. Students will do this using a variety of equipment including flow meters and sediment traps. Data will be recorded using a data logger and note books. Staff members will normally visit individual groups in rotation allowing students to query procedures or ask particular questions. In the evening at the field trip accommodation students will normally write up results and have access to various documentary resources. Students are often required to give a presentation of their finding at the conclusion of the field trip and then complete more detailed analysis on arriving back at the institution before submitting a project report for assessment. The blending of fieldwork teaching experiences with lecture, practical/laboratory and independent research experiences is vital, and covers pre-fieldwork preparation, in-field support and post-fieldwork analysis, reflection and assessment.

1.7. Extensive experience of fieldtrip practice at KU has identified the following issues for enhancing student learning and the experience of students participating in field work:

1. The need to further enhance the integration of field work and other components of the curriculum.
2. Provision of access to documentary resources and the ability to interrogate online databases and query specialists at remote locations, while in the field.
3. Enhance coordination and collaboration between students groups (and staff) that are geographically widely distributed within a study area.
4. Enhance ability to communicate, collaborate and exchange information with other students and staff at other field locations and at the institution.
5. Provide ability to capture digital resources (imagery, audio and video) and share with students and staff and other locations
6. Support complex problem solving involving students and specialists at multiple locations

1.8.. The MoRSE project will enhance learning and teaching opportunities in a number of areas: in-field communication and information exchanges between lecturers, students and remote databases in real time will provide for near instantaneous integration of the field learning spaces and aid the understanding of environmental phenomenon; provides opportunities for in-field assessment and live feedback; enhanced learner engagement through informal learning and networking; and support consensus building. Field trip curricula will be developed to include learning activities that involve the collaboration of students at multiple locations (and potentially at different levels of study) including at the home institution enabling more complex problem solving and research scenarios than previously achievable. Fieldwork on both the GIS and Geography degree programme have already implemented innovative approaches through the geocoding of data and imagery and the use of student video diaries.

1.9. At De Montfort University, placement units provide support for over 1,200 students each session on placement in Year 3 and a further 3,000 who are considering placement opportunities in Year 2.

1.10. Evaluation and user needs analysis undertaken during the last year at DMU, have identified the following issues for enhancing placement curriculum delivery:

1. Students need structured interactions to enable them to feel less isolated on placement and as a reminder that their placement sits firmly within their university curriculum.
2. There is a growing need for sharing of experiences between staff and students on placement, and those preparing for placement;
3. There is a further desire to provide a vehicle for reflective learning;
4. The provision of on-going feedback from tutors and their peers (most placement students currently only have a maximum of 2 workplace visits from their DMU placement tutor) would enhance progression and retention on placement, through enhanced contact between placement staff, students and mentors.
5. There is a demand to increase the motivation of Yrs 1 & 2 students in preparing for a productive placement through contact with student-mentors;
6. A focus upon defining robust assessment leading to a possible certificate in work-based learning would enhance motivation.
7. The provision of a portfolio of current work-based practice would benefit programme teams and employers.

1.11. A clear case has been made for extending the use of user-centred, participative tools in enhancing information-sharing on placement, and also for enhancing communication, in order to reduce the marginalisation of particular students. This will involve partnerships between programme

teams, faculty placement units and faculty e-learning co-ordinators, and central services staff who support technological developments.

1.12. Initial discussions have focused on the extension of the University Virtual Learning Environment. However, the DMU Pathfinder project and the University's new Employer Engagement project have highlighted strengths in enabling students and staff to mix or fuse appropriate Web 2.0 tools into a personal learning environment. As such, the **MoRSE** project will focus upon the use of social networking and user-generated tools, fed where appropriate by RSS, which enable learners to use their own portable, mobile hardware, alongside their own portable, personal software tools, to frame a placement experience that is meaningful.

1.13. Courses in Health & Life Sciences at DMU which involve a placement include those in the areas of Nursing & Midwifery, Pharmaceutical & Cosmetic Sciences, Speech & Language Therapy, Forensic Science, Youth & Community Development and Biomedical Science. Our Pharmaceutical & Cosmetic Science (PCS) course will be used initially in the **MoRSE** project since it offers the opportunity to engage a relatively small cohort of students who elect to undertake a placement year and are dispersed widely across the country in diverse pharmaceutical and cosmetic companies in relative isolation from a formal university learning environment.

1.14. Presently PCS placement students receive only two visits from DMU placement tutors during their placement year and more opportunity could be provided for them to reflect on their learning and experiences and to share them with other students, tutors and the industrial employers' group. Hence there are opportunities to use Web 2.0 technologies to increase interaction and feedback between these three groups of interested parties. Furthermore assessment of the placement year is presently by reports supplied by the visiting tutor and from the industrial employer and a 5000 word technical report supplied by the student. The extra activities envisaged will provide more opportunity for reflection and more evidence for assessment and is timely by being able to inform the creation of a certificate of work based learning which has already been mooted for this programme of study.

1.15. Examples of activities placement students will undertake will include requiring them to post (e.g. podcast) their learning experiences monthly for other students and tutors to comment on by reciprocated means. Clearly, this has to be done with the agreement of the employers and be mindful of any concerns over confidentiality. The students will also be required to contribute their reflections to a collective blog which would be accessible to all students on the course. During the placement year, we hope to be able to offer the placement students the opportunity to take part in a web conference using a technology such as WebEx or Skype, in which we already have some expertise. Such activities will form part of their placement assessment together with the existing tutor and employer reports and will inform the creation of a certificate in work-based learning to which we aspire.

1.16. The PCS students will be prepared for their placement tasks in the second year of their course and, in the first year of the MoRSE project, will undertake tasks to ensure they are familiar with the technologies they will be expected to use in placement. Focus groups will be held with these students, placement tutors and with Year 4 students who have returned from placement (to discuss practicalities). These activities will form the first milestone of this component of the project. During this period, employers will be briefed about the additional tasks students will be expected to undertake during their placement with the aim of getting agreement from them that this can occur and the means by which it will take place. This will form the second milestone during the first year of the project.

1.17. A Placement Special Interest Group will be formed within the university to monitor the progress of the project and to inform placement tutors of other courses (referred to above) of the transferability of the **MoRSE** approach.

1.18. We shall review the success of this part of the project, by an iterative approach in terms of:

- Student engagement with their placement year
- Increasing student awareness of the role of the placement year in their university curriculum
- The impact on the education of Year 1 & 2 PCS students and their election to undertake a placement year
- Providing material which can contribute to a certificate in work-based learning
- Increasing feedback to students
- Encouraging students to adopt a reflective approach to their placement experience

- Transferability of this approach to other courses at DMU which involve a placement component.

## 2. Workplan

### 2.1. Months 1-3 [October – December 2008]

- Setting-up **MoRSE**'s human and technical infrastructure including: the creation and management of learner, mentor and staff m-blogs that will act as reflective journals; a project Wiki to house key documentation under established JISC methodology, including plans (project, communication and quality), governance arrangements, risk and issue logs and information about work-packages; and an initial Project Board meeting to agree start-up. This will be implemented by the project manager and will also involve planning curriculum delivery and support across each programme team and related support teams at both KU and DMU. Implementation practices and team work-packages will be discussed and agreed by way of start-up workshops with each broader programme team.
- Review of current practice (with the placement tutors, employers and Year 4 students who have been on placement) in order to understand the initial issue or challenge and describing the new curriculum delivery plan or model. This will be undertaken by the project manager with the DMU project lead, and will be disseminated to the programme team implementing the new processes.
- Scoping structured learning tasks using a range of mobile devices with programmes teams in Earth Science and Geography at KU, and PCS at DMU. The development of these tasks will be aligned with the review of current practice, and a review of mobile devices held by current students who are likely to be involved in the project and actions to remedy hardware/software deficiencies of the placement student participants.

**Resources available:** PRINCE2 qualified Project Manager at DMU; project-office staff at KU; WebEx collaboration software at DMU for project meetings.

**Constraints:** time to develop learning tasks for academic teams; agreement with employers.

**Deliverables:** wiki-based review of current practice; project documentation; four outline learning tasks. External Project launched along with project bookmarks using De.licio.us.

### 2.2. Months 3-9 [January 2009 – June 2009]

- Trialling learning tasks and mobile innovations within our identified curriculum areas, including a KU 7 day residential field trip to Malta and a minimum of one 1 day fieldtrip. Issues and risks will be highlighted and managed within a PRINCE 2 methodology, and shared across collaborating partners. This will include using
- The evaluation methodology for the project will be trialled, in order to develop a baseline evaluation and to iterate research methods. The project methodology maps onto the LEX research rationale, which demonstrated a focus on capturing “the affective, social and conative [*sic.*] aspects of the student experience”.<sup>22</sup> The LEX project “interviews plus” methodology will be enhanced through the deployment of the Learner-XP audio-log approach, in order to engage with and evaluate the impact of personal, technological choices on the creation of “the artifacts the learners are working on”.<sup>23</sup> As the methodology will connect into established community approaches it will be transferable. An online survey of current placement and fieldwork students and academic staff, will generate themes about the impact that mobile technologies have on participation and engagement within the curriculum. These will be unpicked through interviews with academic staff and an analysis of tracking-diaries of at least 6 students from each collaborating partner, which will be rich-media, reflective diaries (e.g. a combination of blogging, audio recordings, screen capture, photographs) for a 7-day period during the baseline study.
- Tasks for the prospective placement students (for the 2009-2010 academic session) to familiarise them with the chosen technologies
- **Resources available:** evaluation expertise at KU and DMU, Academic Staff (Placement and Fieldtrips), Mobile technologies.
- **Constraints:** student commitment to take-part in in-depth qualitative survey; quality of data captured by students.
- **Deliverables:** a scope baseline report; draft briefing papers on fieldwork and placement experiences, co-authored by staff and students.

### 2.3. Months 10 – 14 [July – November 2009]

<sup>22</sup> LEX Project (2006), *Methodology Report*. Available at:

[http://www.jisc.ac.uk/media/documents/lex\\_method\\_final.doc](http://www.jisc.ac.uk/media/documents/lex_method_final.doc)

<sup>23</sup> Learner experiences of e-Learning (2005), *About Learner experiences of e-Learning*. Available at:

[http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_learnerxp.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learnerxp.aspx)

- PCS placement students involved in the MoRSE project begin their placement year.
- KU Residential field trip in UK and minimum of one 1 day trip.
- Development of iterated tasks based upon outcomes from evaluation with students and staff.
- Dissemination of outcomes within UK and DMU at staff and student seminars and through briefing papers.
- **Resources available:** evaluation expertise at KU and DMU Academic Staff (Placement and Fieldtrips), Mobile technologies.
- **Constraints:** number of PCS placements available and agreement with employers
- **Deliverables:** a series of electronic submissions and online activities by the PCS placement students. Updated project blog and bookmarks.

#### 2.4. Months 15 – 21 [December 2009 – May 2010]

- PCS placement students continue in placement.
- Minimum of one KU 1 day field trip.
- Evaluation of iterated tasks in relation to the original challenge and in terms of their impact on staff and learner learning and curriculum development. An online survey for all student participants, alongside academic staff, will address the issues raised in the baseline evaluation. These themes will also be unpicked through interviews with academic staff and an analysis of tracking-diaries of at least 6 students from each collaborating partner, which will be rich-media, reflective diaries (e.g. a combination of blogging, audio recordings, screen capture, photographs) for a 7-day period during this operational evaluation. This final summative evaluation will determine both epistemological and pedagogical benefits and recommendations
- Lessons should be identified for subsequent iterations of the curriculum, for those involved in curriculum delivery more generally, and for institutional support of learning and teaching.
- The development of a transition/sustainability plan in partnership with Faculty Placement and Fieldwork Units and students. This plan will be context specific but will focus upon:
  - transfer of curriculum outcomes through workshops, where new tasks are planned;
  - trialling new opportunities through mentoring of new staff by experienced academic practitioners from the project; and
  - commitment from senior managers to support staff and student mentors for the next session for practitioners, academic staff and students.
- **Resources available:** senior management commitment; Mentors; role of Placement Units
- **Constraints:** student commitment to take-part in in-depth qualitative survey; quality of data captured by students; availability of staff and student mentors.
- **Deliverables:** an operational baseline report; final briefing papers on fieldwork and placement experiences, co-authored by staff and students; a transition/sustainability plan.

#### 2.5. Months 22 – 24 [June – September 2010]

- PCS placement students finish their placement.
- KU 7 day residential field trip to Malta which will incorporate re-developed learning tasks integrating mobile innovations
- Development of iterated tasks for new staff and student users based upon outcomes from evaluation with students and staff.
- Development work with staff and student mentors.
- Dissemination of outcomes within UK and DMU, and beyond, at staff and student seminars and through briefing papers.
- **Resources available:** Evaluation expertise at KU and DMU.
- **Constraints:** student commitment to take-part in in-depth qualitative survey; quality of data captured by students.
- **Deliverables:** Final report, staff and student seminars at KU and DMU, minimum of two conference presentations, Lessons learnt report. Updated project blog and bookmarks.

#### 3. Engagement with the community. This is a critical facet of the MoRSE project and as such its deliverables will have value for:

- practitioners and support staff in a range of vocational and professional contexts, where they are strategically embedding services for placement and fieldwork students;

- practitioners and support staff who are addressing issues of participation and progression through the deployment of institutional and non-institutional, Web 2.0 technologies;
- institutional policy-makers concerned about the nascent and critical interface between institutionally-led learning and personalised learning, using a range of mobile technologies; and
- institutional policy-makers designing innovative curricula, particularly for those learners on vocational or professional programmes.

<u>Stakeholder</u>	<u>Enhanced practice-based learning</u>	<u>Enhanced use of mobiles</u>	<u>Enhanced personal learning</u>	<u>Enhanced retention and motivation</u>	<u>Operational efficiency</u>	<u>Financial efficiency</u>
Students	√	√	√	√		
Academic staff	√	√		√	√	
Placement and Fieldwork staff	√	√		√		
Senior managers				√	√	√
Mentors	√	√	√		√	
Business partners	√			√	√	√
HE/FE Policy makers				√	√	√

**3.1. MoRSE** will engage with extant methodologies that have a track-record of enabling the successful delivery of sustainable and transferable benefits to the community. Key to this is our dissemination strategy and deliverables, which will be subject to peer-evaluation from both the Support and Synthesis Project and the JISC’s e-Learning and Pedagogy Experts Group, in order that they encourage the exchange of ideas, models, success stories, and best practice that can be tested locally. The case studies, briefing papers and baselines, available through JORUM, will enable HEI e-learning managers, academic practitioners and support staff to re-think their own practice.

3.2. Sustainable institutional change will underpin external workshops, in order to prime implementation, and will be framed by our information channels and outputs.

3.3. **MoRSE** builds on extant work on the student voice, like the JISC Learner Experiences of eLearning projects,<sup>24</sup> and of the DMU e-Learning Pathfinder project, and marries this with emerging mobile-related frameworks developed by, among others, the UK Pathfinder Project<sup>25</sup>. The project team anticipates impacting upon HE practice in the use of technologies to support transitions through the external blog, a set of del.icio.us bookmarks that are presented via pageflakes.com, and a lessons learned report.

3.4. **MoRSE** connects into the HEA strategic aim “to support institutions in their strategies for improving their students’ learning experiences” and the JISC strategic aim of providing “positive, personalised user learning experiences and aid student progression”. It also ties the participation thread of the JISC e-Learning Pedagogy “Understanding my Learning” theme into the development of mobile environments. As HE develops approaches to embedding read/write web technologies within e-learning toolkits, identifying ways for learners to engage is critical. Therefore our identification of proactive, connectivist support for placement and fieldwork, using a range of read/write technologies,

<sup>24</sup> JISC Learner Experiences of eLearning: [http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_learnerexperience.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learnerexperience.aspx)

<sup>25</sup> Kingston University (2008), *R<sup>2</sup>: Rapid Reaction and Response*. <http://kudevoes.kingston.ac.uk/~martin/single/>; De Montfort University (2008), *e-Learning Pathfinder project*. <http://dmupathfinder.blogspot.com>

will be disseminated through the project blog, our blueprints and a cookbook of approaches. This will be achieved in negotiation with the JISC and the support project.

3.5. Our focus on the user as co-owner of e-environments will enable the HE and adult distance learning communities to explore the ramifications for students beyond the University, of the interfaces between personal, social and institutional technologies. The dissemination of two multimedia briefing papers, co-authored with students, will be managed through external gateways, and at internal events and external conference workshops. Deliverables will highlight transferable outcomes for the sector and professionals in adult learning contexts, and will be launched at a workshop at UK.

3.6. Further external dissemination will include a minimum of two conference papers and one journal article.

3.7. Our deliverables will enable HEI e-learning managers, academic practitioners and support staff to re-think their own practice, in-line with current thinking about the engagement of diverse groups of learners. We believe that our links to extant JISC and HEA projects and themes, alongside NTFS projects, will give us scope for future funding in partnership with other HEIs who are developing strategies for transitions, around traditional and non-traditional students.

4. **Technologies** – Recent developments in mobile broadband, Web 2.0 technologies for mobile devices, Location based analysis and small low cost PCs have the potential to significantly enhance learner support in practice based environments. The project will focus on:

- Learners personal technologies. This will build on KU's Pathfinder project that used in-bound text messaging, along with other forms of communication and collaboration using social networking environments (e.g. Winksite, Facebook Mobile) and other Web 2.0 tools location analysis (e.g. Spinvox, MSN Mobile, Plazes ) optimised for mobile devices.
- Institution provided mobile learning kits consisting of low cost small format portable computing devices (e.g. Asus eeepc, Pocket Navigator, Nokia N800) equipped with mobile broadband with support for image, audio and video data capture and geo-location technology.

## 5. Previous experience of the project team

5.1. The **MoRSE** project will be managed through a Project Board chaired by the Project Director. Members of the project group include:

5.1.1. Dr Tim Linsey, Project Director. He is Head of e-Learning in the Academic Development Centre at Kingston University. He chairs the Swan e-learning group and is a member of the JISC Pedagogy expert group. He jointly managed the 'eAccess / eSuccess Research project funded by Atlantic Philanthropies (£300k), was on the management team for the R3 HEA Pathfinder project, and sits on the steering group for the JISC funded KASTANET project.

5.1.2. Dr Richard Hall: the DMU e-Learning Co-ordinator and **MoRSE** Project Lead at DMU, who project managed the HEFCE TLTP Chic Project, the DMU e-Learning Pathfinder Project, and the HEA-funded CoTIL project.

5.1.3. Dr Malcolm Andrew, a Teacher Fellow and the DMU e-Learning Co-ordinator for the Faculty of Health & Life Sciences, who will be the academic lead in his Faculty at DMU. Malcolm was a key team member of the DMU e-Learning Pathfinder Project;

5.1.4. Dr Peter Taylor, who has been Programme Leader for the PCS Course for the last 8 years and will become Deputy Programme Leader in September 2008 to enable him to devote more time to developing e-learning for the PCS Course.

5.1.5. Stuart Downward is a Senior Lecturer in the School of Geography, Geology and the Environment, fieldwork coordinator and course director for the geography. He has 14 years of experience of leading fieldwork nationally and internationally and has introduced a range of innovative IT methods into fieldwork practices including the use of podcasting to support learning and teaching.

5.1.6. Dr Ken Field is Principal lecturer in GIS at Kingston University. He is course director for undergraduate and postgraduate GIS programmes and has teaching and research interests in digital mapping, geovisualisation and the application of mobile tools for data gathering, analysis and presentation. He runs a mobile GIS fieldwork programme in Malta along with Dr James O'Brien

5.1.7. Dr James O'Brien is a Senior Lecturer in GIS at Kingston University and has teaching and research interests in geovisualisation, spatial databases, GIS and Hazards and the application of spatially enabled mobile devices for data capture and manipulation.

5.1.8. Dr Ann Ooms, Senior Lecturer in evaluation and educational research, Academic Development Centre, Kingston University, has an MA in Educational Psychology with foci on Learning and Cognition and Educational Technology from the University of Minnesota, and a PhD degree in Educational Psychology with a focus on Educational Evaluation from the University of Minnesota. She was the Project Manager and principal investigator for the HEA funded Pathfinder research project, R<sup>3</sup>, Rapid Reaction and Response, and is also the project evaluator for the JISC funded KASTANET project.

5.2. A project steering will be established with membership including senior managers at KU & DMU and external experts. Project administration will be handled through **MORSE**'s personnel and procedures at KU. For CVs see Appendix 1.

## 6. Project Risks

Risk	P	S	I	Action to prevent/manage risk
Staffing (staff leaving )	1	2	2	Project posts will be filled by existing KU and DMU staff.
Organisation (timescales, milestone and budget)	2	3	6	The Project Steering Group will involve senior managers from both organisations together with experts from external institutions.
Technical (problems with external Web 2.0 services)	1	3	3	Multiple suppliers for key services and therefore contingencies will be planned
Student participation	1	2	2	The project is integrated into existing learning and teaching activities. Contribution to student mobile charges costed.

Key: P = probability, S = severity, I = impact (PxS). 1 = low severity, 5 = high severity.

## 7. Budget

7.1. The following budget incorporates hardware and license costs of £20,600. This cost is being covered through the institutional contribution to the project. The remaining component of the institutional contribution will cover institutional indirect costs.

Directly Incurred Staff	Apr08–Mar09	Apr09–Mar10	Apr10 – Mar11	TOTAL £
<b>Total Directly Incurred Staff (A)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
<b>Non-Staff</b>				
	<b>Apr08–Mar09</b>	<b>Apr09–Mar10</b>	<b>Apr10 – Mar11</b>	<b>TOTAL £</b>
Travel and expenses				
Portable Low Cost computing devices (15 units each at KU and DMU)				
Mobile Broadband hardware and licences.				
Other Hardware: GPS units, Video hardware				
Dissemination				
Student mobile data and text expenses				
Other	£	£	£	£
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£8960</b>	<b>£15500</b>	<b>£8450</b>	<b>£32910</b>
<b>Directly Incurred Total (C)</b>	<b>£8960</b>	<b>£15500</b>	<b>£8450</b>	<b>£32910</b>

<b>(A+B=C)</b>				
<b>Directly Allocated</b>	<b>Apr08– Mar09</b>	<b>Apr09– Mar10</b>	<b>Apr10 – Mar11</b>	<b>TOTAL £</b>
Project Director (KU), senior staff scale; 3 days per month				
Project Manager (DMU), Spine Point *; 4 days per month (3 days project management, 1 day evaluation)				
Project Administrator, Spine point 12; 2 days per month (KU)				
Project Evaluator, senior lecturer, Spine Point *; 1 days per month				
Health & Life Sciences Principal lecturer: Spine Point *; 3 days per month (DMU)				
Health & Life Sciences Principal lecturer: Spine Point *; 2 days per month (DMU)				
Science Senior lecturer: Spine Point *; 2days per month (KU)				
Science Senior lecturer 1 day per month (KU)				
Science Principal lecturer: Spine Point *; 2 days per month (KU)				
Technical Developer (KU) Spine point *, 1 day per month IT Support (DMU) Spine point *, 1 day per month				
Estates				
Other	£	£	£	£
<b>Directly Allocated Total (D)</b>	<b>£34436</b>	<b>£70692</b>	<b>£36259</b>	<b>£141387</b>
<b>Indirect Costs (E)</b>	<b>£19820</b>	<b>£39639</b>	<b>£19820</b>	<b>£79279</b>
<b>Total Project Cost (C+D+E)</b>	<b>£63216</b>	<b>£125831</b>	<b>£64529</b>	<b>£253576</b>
<b>Amount Requested from JISC</b>	<b>£49308</b>	<b>£98148</b>	<b>£50333</b>	<b>£197789</b>
<b>Institutional Contributions</b>	<b>£13908</b>	<b>£27683</b>	<b>£14196</b>	<b>£55787</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC 78 %</b>	<b>Partners 22 %</b>		<b>Total 100%</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No FTEs 1.14</b>	<b>Which Staff All except DMU IT Support</b>		

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## Appendix 1: Curriculum Vitae for main Project Team

### Curriculum Vitae: Dr Richard Hall (Department of Academic Quality, DMU)

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#### **Commitment to MoRSE**

**MoRSE** builds upon the successful, sustainable, participative implementation of DMU's Web 2.0 Pathfinder Project. It extends the frameworks that we have developed for analysing the pedagogic use of social software and media tools and approaches for retention and progression. I am committed to delivering its aims and inclusive ethos, in order to make a difference to the community's understanding and delivery.

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#### **Successes**

- I have eight years of successful project and programme management experience, both in a consortium of 12 universities and at De Montfort University.
- Through my leadership DMU moved its e-learning baseline from no sustainable use, to 1,300 on-line courses, utilised by 1,300 staff and 17,500 students. With partners I extended our e-learning capacity to incorporate developments in multi-media and the read-write web.
- I developed a hub-and-spoke structure of Co-ordinators and Champions to enable and support staff in scaleable, curriculum change. I forged a transparent and accountable framework that includes: a strategy and implementation plan; a monitoring and evaluation strategy; and a communication plan.
- To date I have brought in and/or project managed grants of £1.411m, which built e-learning capacity and capability across the sector. To extend these benefits I achieved 'PRINCE 2' Practitioner status in November 2004, and 'Managing Successful Programmes' Practitioner accreditation in November 2006.
- I have a track record of delivering professional development activities, including two institution-wide conferences and international dissemination. I have published 17 refereed articles and delivered 31 conference presentations. I am a member of the Review Board of the Journal of Information, Communication and Ethics in Society, and the Committee of the European Conference on e-Learning.
- I am on the Steering Group of the Access to Professional Training for Disabled People and ESTEEM Projects (EU-funded), and the Kingston University e-Learning Pathfinder Project (Rapid Reaction and Response (R<sup>3</sup>)).

#### **Recent publications**

'Forging a Learning Community? A pragmatic approach to co-operative learning', Arts and Humanities in Higher Education, 2(2), 155-72 (2003).

'Delivering What Students say they Want On-line: Towards Academic Participation in the Enfranchisement of e-Learners?' Electronic Journal of e-Learning, 4(1), 25-32 (2006).

'Battery-farming or free-ranging: towards citizen participation in e-learning environments', e-Learning, 3(4), 505-18 (2006).

'Personalising formal and informal learning environments: the impact of the read/write web', in Proceedings of The Modern Tendencies in Development of Innovation in Education Conference, Shokan Ualikhanov Kokshetau State University, Kazakhstan (2008).

'The impact of the read/write web on learner agency', e-Learning, (forthcoming 2008).

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#### **Educational Awards**

1997: University of Coventry, Ph.D. in History

1994: University of Leeds, M.A. (by research) in History

1992: University of Bristol, B.A. (Hons) Modern History

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#### **Work History**

Since 06/02	e-Learning Co-ordinator (Principal Lecturer) at De Montfort University
01/99 – 05/02	Project Manager: HEFCE-funded <i>Chic</i> Project (University of Teesside)
07/97 – 12/98	Educational Researcher at University College Worcester
07/94 – 06/97	Ph.D. student and part-time lecturer at the University of Warwick, University College Worcester and Trinity and All Saints College.

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### **Professional Memberships and Qualifications**

Managing Successful Programmes Practitioner (2006)

PRINCE2 Practitioner (2004)

Member of the Higher Education Academy since 2004

### **Curriculum Vitae: Dr Malcolm Andrew** **(Leicester School of Pharmacy, Faculty of Health & Life Sciences)**

#### **Commitment to MoRSE**

MoRSE forms part of my role as e-Learning Coordinator for the Faculty of Health & Life Sciences and builds on my work in the DMU (HEA) Pathfinder Project and my project on Warwick University's e-Learning Award on which I am a registered student.

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#### **Successes**

- I have successfully introduced e-learning across the courses throughout the Faculty of Health & Life Sciences by running staff workshops on various technologies such as Blackboard, podcasting, online assessment, Articulate Presenter, CourseGenie.
- I have carried out research into a number of aspects of e-Learning (see below)
- I led a work package on podcasting in DMU's recent Pathfinder Project

#### **e-Learning-related publications & presentations since 2000**

ANDREW, M.H.E. . (2000a).

Use of the Internet to deliver web-based learning to augment traditional methods of teaching undergraduate programmes. Presented at the SEDA Conference: Reaching Out. Coventry University 10-12 April 2000.

ANDREW, M.H.E. (2000b).

Using the web to enhance learning and teaching. Workshop given at the Royal Pharmaceutical Society of Great Britain conference for lecturers in pharmaceutical education. Queen's University, Belfast, 17-19 April 2000.

ANDREW, M.H.E. (2000c).

Use of web-based learning to teach pharmacy undergraduates. *Pharmaceutical Journal* 265, 558-562.

ANDREW, M.H.E. . (2001b).

Experiences of providing web-based learning for pharmacy students as a means of improving student motivation and performance. Presented at the EAFP Symposium: New orientations of teaching. European Association of Faculties of Pharmacy & Vrije Universiteit Brussel, Brussels 4-6 May 2001.

ANDREW, M.H.E. . (2001c).

Web-based strategies for improving undergraduate commitment to learning. Presented at the *Ed-media 2001* World conference on Educational Multimedia, Hypermedia & Telecommunications. Association for the Advancement of Computing in Education, Tampere, Finland 25-30 June 2001.

ANDREW, M.H.E. . (2001d).

Augmenting Face-to-Face Teaching of Pharmacy Students with Web-based Learning: Its Effect on Student Motivation & Performance. ILT Web Users' Group inaugural meeting on Managed Learning Environments. ILT & De Montfort University, Milton Keynes, 14 November 2001.

SEDEN, R., CLARKE, J. & ANDREW, M.H.E. (2002).

Dispersed professional development: managing effective change in teaching and learning. (Co-presented with) SEDA Conference: Supporting & Evaluating Change. Dublin 11-12 April 2002.

ANDREW, M.H.E. (2002b).

Embedding pedagogy into VLE's. LTSN Centre for Health Sciences & Practice: Festival of Learning, Redwood Lodge, Bristol, 19-20 September 2002.

CLARKE, J., SEDEN, S. & ANDREW, M.H.E. (2002).

How can we support change and innovation in student learning? ILTHE Annual

conference: Learning about Learning. Heriot-Watt University, Edinburgh 26-28 June 2002.

SEDEN, R., ANDREW, M.H.E., HARWOOD, T. & RICHARDSON, R. (2003).

Establishing excellence through a Teacher Fellowship scheme: four years of disseminating and embedding rich and diverse teaching practice. SRHE & SEDA Conference: The Scholarship of Academic and Staff Development: research, evaluation and changing practice. Bristol 9-11 April 2003.

ANDREW, M.H.E. (2003).

Should we be using web-based learning to supplement face-to-face teaching of undergraduates? Presented at the Sixth International Conference on Computer-based Learning in Science, University of Nicosia, Cyprus, 5-10<sup>th</sup> July 2003.

ANDREW, M.H.E. (2004).

Benefits and Drawbacks of e-Learning for Undergraduates. Presented at the ILT Web Users' Group meeting on Virtual Learning Environments. ILTHE & De Montfort University, Bedford, 21<sup>st</sup> January 2004

SEDEN, R., HANSON, J., JONES, I., ANDREW, M.H.E. & RICHARDSON, D. (2004).

Towards a shared practitioner-based view of teaching excellence. Presented at the Learning & Teaching Conference 2004. The Higher Education Academy, University of Hertfordshire, 29<sup>th</sup> June-1<sup>st</sup> July 2004.

ANDREW, M.H.E. (2006).

Online Assessment in Laboratory Coursework in Microbiology: a case study. Presented at the 10<sup>th</sup> International Conference on Computer Assisted Assessment. Loughborough University, 4-5<sup>th</sup> July 2006.

ANDREW, M.H.E. (2008a).

Video Podcasts to Augment the Teaching of Pharmaceutical Microbiology. Presented at the 3<sup>rd</sup> International IADIS Conference on Mobile Learning. The Algarve, Portugal, 11-13<sup>th</sup> April 2008.

ANDREW, M.H.E. (2008b).

Student Evaluation of Video Podcasts to Augment Live Lectures in Pharmaceutical Microbiology. Presented at the 3<sup>rd</sup> International Blended Learning Conference. University of Hertfordshire, 18-19<sup>th</sup> June 2008

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### **Educational Awards**

2008: possible University of Warwick e-Learning Postgraduate award (**submitted in July 2008 and pending assessment**)

1999: Appointed a Teacher Fellow of De Montfort University

1976: PhD CNAAL (Leicester Polytechnic)

1967: BSc (First class honours) University of Nottingham

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### **Work History**

Since 06/02	Faculty e-Learning Co-ordinator at De Montfort University
11/67– date	Lecturer/Senior Lecturer/Principal Lecturer De Montfort University (formerly Leicester Polytechnic, formerly Leicester Regional College of Art and Technology)

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### **Professional Memberships and Qualifications**

Fellow of the Higher Education Academy since 2004 and founder member of the ILT

**Curriculum Vitae  
Dr Timothy K Linsey**

## **Commitment to MoRSE**

**MoRSE** builds upon the successful implementation of KU's HE Academy funded Pathfinder Project – 'Rapid Reaction and Response' using mobile classroom technologies. One of the concluding statements of the KU Pathfinder project was the role of extending the project to support students at a distance, such as in the field. I believe that the proposed project in combination with the work and expertise of the DMU Pathfinder team will allow us to make a significant impact on the student learning experience for students on placement and fieldtrips.

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## **Roles and Successes**

- To lead all of the University's strategic initiatives relating to e-learning (including blended learning).
- To institute a culture of change across the institution with regard to learning and teaching practices and the integration of educational technologies
- To lead on University strategy for the development and enhancement of physical resources and IT infrastructure to develop, promote and enhance e-learning and blended learning.
- Manages a team of 7.5 full-time staff and 7 seconded staff
- Successfully led the implementation of e-supported learning and the VLE strategy institution wide (2001-2004)
- Chair the SWan e-Learning Group (South West London Academic Network – Strategic Alliance between KU, Royal Holloway, University of London & St Georges, University of London)
- Member of the JISC Panel of experts who will provide feedback on activities and outcomes from the JISC funded e-learning and Pedagogy Programme.
- Successful management of the 'eAccess / eSuccess Research project (jointly with M. Hill) funded by Atlantic Philanthropies (£300k). employed 3 research staff and consists of 2 key elements; eAccess – the role of an LMS and student mentors in changing school/college student perceptions of higher education, and eSuccess – the role of an LMS and student mentors in supporting students from diverse backgrounds while studying in higher education.
- VLE Pilot and evaluation project (WebCT). Funded by the Kingston University Teaching and Learning Development Budget. (1999/2000)
- Key note presentation at the International Colloquium on University Teaching and Learning: Exploring the Dialogue of Communities of Practice, UCD. (2008)
- Steering group member for the JISC KASTANET Project (Kingston College / Kingston University) and DMU's HEA Pathfinder project.

## **Publications**

- Heaton-Shrestha, C., May, S., Edirisingha, P., Linsey T. & Burke, L. From face to face to e-Mentoring: Does the 'e' Add Any Value for Mentors? *International Journal of Teaching and Learning in Higher Education*. In Press
- Heaton-Shrestha, C., Gipps, C., Edirisingha, P., and Linsey, T. 2007 *Learning and e-Learning in HE: the relationship between Student Learning Style and VLE use*, *Research Papers in Education*, 22(4), 443-464
- Heaton-Shrestha, C., Edirisingha, P., Burke, L. and Linsey, T. 2005 *Introducing a VLE into campus-based undergraduate teaching: Staff perspectives on its impact on teaching*. *International Journal of Educational Research*, 43, 370-386.
- Linsey, T. Heaton-Shrestha, C & Edirisingha, P. November 2005 *Implications for blended learning from an evaluation of student approaches to learning and studying*. *European Conference on eLearning*.
- Linsey, T., Katsifli D. & Gipps, C. 2005 *The costs and benefits of implementing a university-wide VLE: some real data*, *Journal of Science Education* 6 (special issue), 27-29

## **Qualifications**

- PhD 1988 'Entrainment of fine grained sediment by Wind'. Queen Mary College, University of London
- BSc 1984 Joint Honours Degree in Geography and Geology. University of Hull

## Career

- 2006 – current Head of eLearning, Academic Development Centre, Kingston University (University Senior Staff)
- 2000 – 2006 Head of the Educational Technology Unit / Associate Head, Academic Development Centre, responsible for Educational Technology.
- 1998 - 2000, Principal Lecturer, Course Director of GIS, School of Geography, Kingston University. Course Director GIS Single Honours, Joint Honours and HND programmes. Responsible for GIS commercial activities and overall responsibility for the GIS distance learning programme. Teaching in GIS, quantitative analysis and spatial statistics.
- 1992-1998 Senior Lecturer in GIS, School of Geography, Kingston University; Teaching in GIS and from 1994 on responsible for GIS commercial activities
- 1990 - 1992 Lecturer in GIS and Geomorphology (joint appointment between Birkbeck College & University College, London University)
- 1989 - 1990 Lecturer in GIS / Physical Geography, Birkbeck College
- 1989 Research Fellow, Birkbeck College - Development of user-Interfaces
- 1988 - 1989 Research Assistant, Birkbeck College. Computer analysis and mapping of geological data from the northern North Sea.
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## Curriculum Vitae Dr Ann Ooms

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### Roles and Successes

- Senior Lecturer in Educational Research and Evaluation
- Managed the KU HEA Pathfinder Project: Rapid Reaction and Response (R<sup>3</sup>): The in-class use of mobile technologies to support diagnostic and formative assessment (2007/8)
- Project Evaluator for the Kingston College / Kingston University JISC funded 'Kingston Access to Science Teaching across New and Emerging Technologies (KASTANET)' project. (2007/9).
- Joint Principal investigator on the Digital Media Center TEL Grant (University of Minnesota) funded project 'The Next Generation Online Learning Environment: Designing for Community and Collaboration' (2006/7)
- Awarded Outstanding PhD Dissertation Award - American Educational Research Association - Division H (2007)
- Kingston University Recognition of Achievement Award - Kingston University, London, United Kingdom (2007)

### Qualifications

PhD in Educational Psychology, 2005, University of Minnesota

MA in Educational Psychology, 2002, University of Minnesota

Teaching Degree, 1998, Mechelen, Belgium

BA in Social Work, 1990, Antwerp, Belgium

### Recent Publications

**Ooms, A.**, Burke, L., Linsey, T., & Heaton-Shrestha, C. (In Press, 2008). *Evaluation of the Effectiveness of Introducing e-Developers to Support Blended Learning Developments in a University*. Learning Technology Journal (ALT-J).

Rodriguez, M. C., **Ooms, A.**, & Montañez, M. (2008). Students' Perceptions of Online Learning Quality given Comfort, Motivation, Satisfaction, and Experience. *Journal of Interactive Online Learning*, 7(2), 108-128.

delMas, R., Garfield, J. B., **Ooms, A.**, & Chance, B. (2007). Assessing Students' Understanding after a First Course in Statistics. *Statistics Education Research Journal*, 6(2), 28-58.

Rashid, H. H., Kowalewski, T., Oppenheimer, P., **Ooms, A.**, Krieger, J. N., & Sweet, R. M. (2007). The

Virtual Reality TURP Trainer: Evaluation of Discriminate Validity. *The Journal of Urology*, 177(6), 2283-2286.

Lawrenz, F., Gravely, A., & Ooms, A. (2006). Perceived Helpfulness and Amount of Use of Technology in Science and Mathematics Classes at Different Grade Levels. *School Science and Mathematics*, 106(3), 133-139.

Hughes, J. E., Kerr, S. P., & Ooms, A. (2005). Content-Focused Technology Inquiry Groups: Cases of Teacher Learning and Technology Integration. *Journal of Educational Computing Research*, 32(4), 367-379.

Hughes, J. E., & Ooms, A. (2004). Content-Focused Technology Inquiry Groups: Preparing Urban Teachers to Integrate Technology to Transform Student Learning. *Journal of Research on Technology in Education*, 36(4), 397-411.

## **Curriculum Vitae Dr Stuart Downward**

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### **Career**

Current Position                      Senior Lecturer in Geography (Course Director, Geography)  
1994-Present:                          Lecturer - Senior Lecturer, Kingston University

### **Qualifications**

B.Sc. Honours in Geography (Kingston),  
P.G.Dip in Topographic Science (Swansea),  
PhD (Southampton).

### **Membership of Professional Societies**

Fellow of the Royal Geographical Society  
River Restoration Centre

### **Recent Publications and Conference Presentations**

- Downward, S.R, Livingstone, D., Lynch, K. and Mount, N (2008) Podcasting to support fieldwork teaching and learning in geography, environmental and earth sciences (GEES). *Podcasting for Learning in Universities*, Salmon, G and Edhirisinga, P (eds), Open University Press.
- Downward, S.R, Downward, S.R, Livingstone, D., Lynch, K. and Taylor, R.M (2007) Podcasting to enhance geographical field-based teaching and learning, Association of American Geographers, Annual Conference, San Francisco.
- Downward, S.R and Taylor, R.M. (2007) An assessment of Spain's Programa Agua and the implications for sustainable water management, *Journal of Environmental Management*, 82, 277-289.
- Downward, S.R. and Taylor, R.M (2007) Environmental Teaching and Learning in SE Spain – A case study for students to assess agricultural water needs in Almeria Province. Sustainability in Practice Conference, Kingston University.
- Downward, S.R and Mortimer, A. (2006) Cultural context for student-based geographical and environmental fieldwork in southeast Spain. URRA Field conference, Almeria, Spain.
- Downward, S.R. and Skinner, K. (2005) Working rivers: the geomorphological legacy of English freshwater mills, *Area*, 37, 138-147.

### **Recent Grants**

- 'A Review of Water Resources and Agriculture in Almería Province (southeast Spain) and their Sustainability', WWF-UK
- 'Sustainable design and management of urban rivers – spatial tools and methods for survey and assessment' Higher Education Initiative Fund (HEIF2) (2005-7)

### **Recent Consultancy (post 2000)**

- 2007-present, Long-term post project geomorphological assessment of the Dartford Creek, London, Environment Agency/ARUP.

- 2006-present, Biophysical monitoring of the Quaggy River, Environment Agency
- 2006, Salmons Brook FAS geomorphological design guidance, Halcrow.
- 2003-5, Cobbins Brook Geomorphological design guidance, Halcrow.
- 2003, Washlands Investigation – Geomorphological Guidance, Halcrow.
- 2003, Nazeing Brook Flood Alleviation Scheme – Geomorphological Guidance, Halcrow.
- 2002, Geomorphological Appraisal of London Rivers, Environment Agency/Babtie Group.
- 2002, Robertsbridge Flood Alleviation Scheme - Geomorphological Guidance, Halcrow.
- 2002, Radlett Brook Bank Protection - Geomorphological Assessment, Halcrow.
- 2001, Colne Brook Erosion Study, Halcrow.

**Curriculum Vitae  
Dr Kenneth Field**

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BSc (CNA – Oxford Polytechnic) PhD (Leicester) F.BCart.S FHEA  
Principal Lecturer in Geographical Information Science, Kingston University

**Publications:**

- Green, D, **Field, K. S.**, O'Brien, J Practical GIS, Whittles Publishing (in preparation)
- Field, K. S.** (2008) History of The Cartographic Journal, ICA News Special 50<sup>th</sup> Issue, Summer 2008
- Field, K. S.** (2008) GIS in Universities: the vital bridge linking School and Industry, *GeoConnexion*, Education Special Issue, Summer 2008
- Field, K. S.** (2008) What's in a geo-name?, *The Cartographic Journal*, 45(3), pp
- Field, K. S.** (2008) Cartographers have the user in mind, *The Cartographic Journal*, 45(2), pp
- Field, K. S.** (2008) Cartographic upgrading: manual to automatic, *The Cartographic Journal*, 45(1), pp3-5
- Field, K. S.** (2007) Cartography is a big jigsaw puzzle, *The Cartographic Journal*, 44(4), pp287-291
- Field, K. S.** (2007) Ordnance Survey: global brand, national treasure, *The Cartographic Journal*, 44(3), pp193-194
- Field, K. S.** (2007) History, satellites, models and algorithms: and all in the name of landscape mapping, *The Cartographic Journal*, 44(1), pp3-5
- Field, K. S.** (2006) Getting your feet wet: Designing soggy blue lines effectively?, *The Cartographic Journal*, 43(3), pp193-197
- Field, K. S.** and Macey, H. (2007) Green Information Systems: GIS, geodemographics and recycling of household trash, *Proceedings of the twenty-seventh Annual ESRI International User Conference*, San Diego, 18th-22nd June 2007
- Field, K.** (2006) Be map aware: Cutting edge, not close to the edge, *The Cartographic Journal*, 43 (2), pp. 115-116.
- Beale, L., **Field, K.**, Briggs, D., Picton, P., Matthews, H. (2006) Mapping for wheelchair users: route navigation in urban spaces, *The Cartographic Journal*, 43 (1), pp68-81.
- Field, K.** (2006) Effective mapping? – the emergence of the large yellow splat, *The Cartographic Journal*, 43 (1), pp3-4.
- Field, K. S.** (2005) Maps still matter – don't they?, *The Cartographic Journal*, 42(2), pp81-82
- Field, K. S.** (2005) Breaking down barriers: Deprivation mapping at a local scale, *Proceedings of the twenty-fifth Annual ESRI International User Conference*, San Diego, 23<sup>rd</sup>-29<sup>th</sup> July 2005
- Field, K. S.**, Grocott, J., Lynch, K. and Smith, M. (2005) GIS in the real world: Using mobile technology in Fieldwork (MOTIF), *Proceedings of the fifth Annual ESRI Education Conference*, San Diego, 23<sup>rd</sup>-25<sup>th</sup> July 2005
- Field, K. S.** (2005) Mapping the British Motor Sport Industry in Northamptonshire. *Journal of Maps*, 2005, pp38-44.
- Field, K. S.** and Beale, L. (2004) Using GIS to model incidence, prevalence and spread of non-legal drug use, *Transactions in GIS*, 8(4), pp423-439
- Spellman, G., **Field, K.** and Sinclair. J. (2003) Assessing UK higher education students' awareness of global climatic change, *Weather*, 58, pp212-219
- Briggs, D. J. Denman, A. R., Gulliver, J., Marley, R. F., Kennedy, C. A., Phillips, P. S., **Field, K.** and Crockett, R. M. (2003) Time activity modelling of domestic exposures to radon, *Journal of Environmental Management*, 67, pp107-120
- Spellman, G., **Field, K.** and Sinclair. J. (2002) The changed fortunes of English viticulture, *Geography*, 87 (4), pp324-330

- Spellman, G., **Field, K.**, Sinclair, J. (2002) Examining home learning environments, *PLANET*, 3, pp23-25
- Beale, L., Matthews, H., **Field, K.**, Picton, P. and Briggs, D. (2001) Urban access for wheelchair users: an interactive mapping system, *Society of Cartographers Bulletin*, 35 (1) pp17-22
- Field, K. S.** and Briggs, D. J. (2001) Socio-economic and locational determinants of accessibility and utilization of primary health care, *Journal of Health and Social Care in the Community*, Special Issue: Geographies of primary care, 9 (5), pp294-308
- Matthews, H and **Field, K. S.** (2001) Home Zones: Children, neighbourhoods and the quality of life, *Geography*, 86 (2), p168-170
- Beale, L., Picton, P., Matthews, H. and **Field, K.** (2001) MAGUS: a GIS application for wheelchair users in urban environments, *Proceedings of the twenty-first Annual ESRI International User Conference*, San Diego, 9th-13th July 2001
- Field, K. S.**, Beale, L., Heatlie, H. F. and Frischer, M. (2001) Modelling future heroin epidemics using GIS. *Proceedings of the twenty-first Annual ESRI International User Conference*, San Diego, 9th-13th July 2001
- Morris J, **Field K** & Adams K (2000) The Landfill Tax and the Landfill Tax Credit Scheme: a possible misuse of public funds. *Proceedings of the sixteenth International Conference on Solid Waste Technology and Management, Philadelphia, 10th-13th December 2000* (Zandi I, Mersky R & Shieh W edS.). Philadelphia, USA, pp 63-69, 1091-8043
- Matthews, H., Picton, P., Briggs, D., Beale, L., Kuhns, H., Gulliver, J. and **Field, K.** (2000) Mapping the environment from the perceptions of wheelchair users: phase 1. MAGUS Project, Northampton: UCN p43
- Field, K. S.** (2000) Measuring need for primary health care: an index of relative disadvantage, *Applied Geography*, 20 (4) pp305-335
- Briggs, D. J. and **Field, K. S.** (2000) Informing environmental health policy in urban areas: the HEADLAMP approach. *Reviews on Environmental Health*, 15, 169-86.
- Briggs, D. J. and **Field, K. S.** (2000) Using GIS to link environment and health data. In *Decision-making in environmental health: from evidence to action*. (eds) Corvalan, C., Briggs, D., Zielhuis, G. E&FN Spon, London

### Conference attendance and presentations

- Field, K. S.** Designing aesthetically pleasing maps in a GIS environment, Presentation at British Cartographic Society Annual Symposium, Newport Pagnell, 3<sup>rd</sup> – 5<sup>th</sup> September 2008
- Field, K. S.** Topological trail mapping for winter sports, Presentation at the twenty-eighth Annual ESRI International User Conference, San Diego, 4<sup>th</sup>-8<sup>th</sup> August 2008
- Field, K. S.** The importance of communication in map design, Presentation at the 2008 Better Mapping Seminars, 1<sup>st</sup> July Cardiff, 9<sup>th</sup> July Edinburgh, 16<sup>th</sup> July Leeds, 17<sup>th</sup> July London.
- Field, K. S.** Communicating spatial information for effective decision making: map design for geospatial professionals in the digital age, Presentation at Geo8, Coventry, 9<sup>th</sup> and 10<sup>th</sup> April 2008
- Field, K. S.** Map Design for GIS Users, Presentation at British Cartographic Society Annual Symposium, Mapping 2007: Putting the pieces together, Chester, 6<sup>th</sup> September 2007
- Field, K. S.** Mapping the results of geographical analysis: Venturing beyond the data view, Presentation at Society of Cartographers Annual Summer School, Portsmouth, 5<sup>th</sup> September 2007.
- Field, K. S.** Turning data into information: Tips for effective visualisation, Presentation at Geospatial Technologies (ECOIMAGINE: European Conferences and forum for Integrated coastal Management and Geo-INformation rEsearch), Aberdeen, 24<sup>th</sup> July 2007.
- Field, K. S.** Green Information Systems: GIS, geodemographics and recycling of household trash, Presentation at the twenty-seventh Annual ESRI International User Conference, San Diego, 18th-22nd June 2007
- Field, K. S.**, Drawing black lines and colouring in: Effective cartography for GIS Users, Presentation at Association of Geographical Information conference and exhibition, 12<sup>th</sup>-14<sup>th</sup> September 2006, London
- British Cartographic Society 43<sup>rd</sup> Annual Symposium, Attended 8<sup>th</sup>-10<sup>th</sup> September 2006, University of Manchester, Manchester
- Field, K. S.**, Deprivation mapping: comparing local level measurement to national indices. Presentation at Association of American Geographers Annual Meeting 7<sup>th</sup> -11<sup>th</sup> March 2006, Chicago, Illinois
- Field, K. S.** and Smith, M. J. GIS in the real world: Using mobile technology for large scale data acquisition. Presentation at Association of Geographical Information conference and exhibition, 9<sup>th</sup>-10<sup>th</sup> November 2005, London

Smith, M.J. and **Field, K.S.** Open Access Journal Publication: methods of implementation and copyright issues using the Journal of Maps as a case study. The British Cartographic Society's 42<sup>nd</sup> Annual Symposium, University of Plymouth, 1<sup>st</sup>-4<sup>th</sup> September 2005  
 British Cartographic Society 42<sup>nd</sup> Annual Symposium, Attended 1<sup>st</sup>-4<sup>th</sup> September 2005, University of Plymouth, Plymouth

Lynch, K., **Field, K.**, Grocott, J. Smith, M. The application of mobile technologies for learning in Geography and related disciplines, Presentation at South African Society of Geographers Conference, University of the Western Cape, Cape Town, South Africa, 6<sup>th</sup>-10<sup>th</sup> September 2005

Lynch, K., **Field, K.**, Grocott, J. Smith, M. Mobile Technology in Fieldwork (MOTIF): The application of mobile technology in field-based disciplines, Presentation at The Higher Education Academy Annual Conference 2005: Enhancing the Student Experience, Heriot-Watt university, Edinburgh 29<sup>th</sup> June – 1<sup>st</sup> July 2005

**Field, K.** Breaking down barriers: Deprivation mapping at a local scale, Presentation at twenty-fifth Annual ESRI International User Conference, San Diego, 25th-29th July 2005

**Field, K.**, Grocott, J. Truelove, L., Smith, M., Lynch, K. GIS in the real world: Using mobile technology in fieldwork (MOTIF), Presentation at fifth Annual ESRI Education Conference, San Diego, 23<sup>rd</sup>-25th July 2005

**Field, K.** Negotiating urban environments: Using network models for wheelchair access, Presentation to Kingston University seminar series, 17<sup>th</sup> November 2004

**Field, K.** Networks, networks, networks: Using GIS to model access for wheelchair use in urban systems, Presentation at Association Of Geographical Information conference, 12<sup>th</sup>-14<sup>th</sup> October 2004, London

Association of Geographical information conference, Attended 12<sup>th</sup>-14<sup>th</sup> October 2004, London

16<sup>th</sup> International Society for Environmental Epidemiology conference. Attended 1-4<sup>th</sup> August 2004, New York

National Environmental Public Health Tracking Conference, Attended 24-25<sup>th</sup> March 2004, Philadelphia

Briggs, D., Beale, L., **Field, K.** Beyond the buffers: Advancing the use of GIS to model exposures to environmental pollution. Contributed to presentation given at 15<sup>th</sup> Conference of the International Society for Environmental Epidemiology, Perth 24<sup>th</sup>-26<sup>th</sup> September 2003

**Field, K.** Using GIS to communicate data effectively, Presentation at Association Of Geographical Information conference, 16<sup>th</sup>-18<sup>th</sup> September 2003, London

Association of Geographical information conference, Attended 16<sup>th</sup>-18<sup>th</sup> September 2003, London

Fieldwork education and technology workshop, Attended LTSN-GEES workshop 15<sup>th</sup> May 2002, Leicester University

**Field, K.**, Beale, L., Frischer, M., Heatlie, H. Modelling future heroin epidemics using GIS. Presentation at twenty-first Annual ESRI International User Conference, San Diego, 9th-13th July 2001

Beale, L., Mathews, H., Picton,., Briggs, D., **Field, K.** 2001: A cartographic space odyssey. Attended the 37<sup>th</sup> Society of Cartographers Summer School, University of Leicester, 3<sup>rd</sup>-6<sup>th</sup> September 2001

Special Education Needs and Disabilities: Implications of New Legislation and Guidance for HE Geography, Earth and Environmental Sciences, Attended LTSN-GEES workshop 19<sup>th</sup> October 2001, TechnoCentre, Coventry

The educational effectiveness of fieldwork in Higher Education, Attended LTSN-GEES workshop 5<sup>th</sup> June 2001, Geological Society, London

**Field, K.**, Heatlie, H., Frischer, M. Modelling future heroin epidemics using GIS. Presentation at EMCDDA conference, Jersey, July 2000

### **Funding Awarded**

Smith, M., **Field, K** and Walford, N (2008) Capacity for 3d terrestrial laser scanning, £97,000

Greatbatch, I, **Field, K** and O'Brien, J (2008) Exploring the value of lifeboating in the UK: reporting the spatial, social and economic dimensions, £17,500

**Field, K.** (2008) Developing mobile mapping capacity £1390

**Field, K.** and Greatbatch (2008) Mapping biodiversity for Kingston university, £5000

Smith, M., **Field, K.** and O'Brien, J. (2007) Mobile technology for fieldwork, Capital funding bid £9000

**Field, K.** (2007) Human Resource Staff Development project for GIS technical training £2150

Robinson, G, **Field, K.**, Walford, N, O'Brien, J, Pobric, A (2006) Developing capacity for GIS at University of Sarajevo, EU Tempus fund, £100,000

Smith, M., **Field, K.**, Walford, N. and Treloar, P.(2005) Mobile Technology in Fieldwork Round 3 HEFCE £2630

Grocott, J., Lynch, K., **Field, K.** and Smith, M.J. (2004) Mobile Technology in Fieldwork Round 2  
HEFCE £1000

Smith, M.J., **Field, K.**, Morad, M., Walford, N., Connolly, T. and Brown, M. (2004) GIS Staff Technical  
Training HEFCE £3000

Connolly, T., Smith, M.J., **Field, K.**, Morad, M. and Walford, N. (2004) Distance Learning Materials  
Training HEFCE £1000

Grocott, J., Lynch, K., **Field, K.** and Smith, M.J. (2003) Mobile Technology in Fieldwork Round 2  
HEFCE £1000

#### **Research student supervision and completion**

Nicholas Allo (current)

Armen Asryan (current)

#### **Professional activities**

Editor, The Cartographic Journal (2005-)

Member of Council of the British Cartographic Society

Co-founder, Treasurer & Map Editor, The Journal of Maps (2004-)

External examiner & assessor, ASET Certificate in GIS, a National Qualification Framework level 3

External examiner Royal School of Military Survey Foundation degree in Applied Computing (Defence  
Geographic Information), Sheffield Hallam University (2008-)

Fellow of the British Cartographic Society (1993-, awarded fellowship in 1997)

#### **Supporting letters**

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JISC  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD

29 July 2008

Dear Sir/Madam

Re: JISC Circular 08/08; Projects in the areas of curriculum delivery, assessment and course advertising.

On behalf of Kingston University I am very pleased to support this bid.

The outcomes of the proposed project will understandably enhance the institutional capacities of the two partners, Kingston and De Montfort University and, importantly, will benefit the whole JISC community.

It is absolutely essential that Universities seek to engage with the technologies that students bring with them when they join our learning communities. We can no longer expect students to adapt to our chosen technologies. If we succeed in this we are more likely to engage students in innovation and creativity in the curriculum. In particular, this applies to situations where students may be remote from institutions and involved in placement and fieldwork-based learning. The project has the full support of Kingston University.

Yours sincerely



Dr Larry Roberts  
Director of Academic Development  
(Kingston University Executive)

Professor Philip Martin  
Pro Vice-Chancellor  
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JISC Executive,  
Northavon House,  
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25 July 2008

Ref

Dear Sir/Madam,

Re: JISC Circular 08/08: Projects in the areas of curriculum delivery, assessment and course advertising

On behalf of De Montfort University I am pleased to endorse this bid, which will deliver benefits to the JISC community and DMU, based upon the expertise of the project team.

The bid complements our strategic focus upon innovation and creativity in the curriculum, through the merging of technologies, the growth of sectors such as social media and mobile technologies, and developments in fused media environments. The project workpackages build on both our current strengths developed through our HEA Web 2.0 Pathfinder Project, and our extant e-learning networks. These areas of work are also strengthened through our strong association with Kingston University. Their expertise in mobile technologies aligns with our strengths in Web2.0 tools, and means that we are well-placed to evaluate and iterate approaches for the identification and extension of practice-based education, which in turn aligns with the sector's strategic objective of enhancing retention and progression through the creation of inclusive environments. Moreover, the proactive working relationship between Richard Hall and Tim Linsey has given us additional capability.

A central developmental area for higher education is enhanced knowledge of how students are engaging epistemologically through their own technologies. As these tools and approaches change and as learners' utilisation of its affordances in the curriculum becomes more malleable, we need to enhance the strategies that HEIs and curriculum teams deploy, so that they deliver business benefits. XXX is critical in enabling us to up-skill our academic and support teams to engage with this approach.

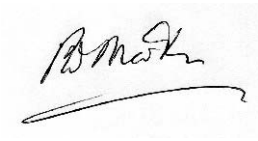
It is, therefore, important to recognise the experience of key project staff in the fields of innovation and project management: Dr Richard Hall has a long history of evaluation and publication in e-learning, as well as nine years of project and programme management experience; Malcolm Andrew is the Health and Life Sciences Faculty e-Learning Co-ordinator with substantial teaching experience with mobile tools, and in the evaluation of Web 2.0 technologies. Alongside our institutional financial and administrative framework this project and innovative curriculum delivery expertise gives us significant capacity for managing project work.

We are particularly concerned to work with other project teams and external experts, in order to build capacity for innovative e-learning within the University and across the JISC community. DMU has a tradition of working with an extensive range of partners, both locally through its Associate College network and the East Midlands Development Agency, and nationally through close links with organisations like the Higher Education Academy. We have also been awarded eight National Teacher Fellowships, a reflection of our commitment to partnership within pedagogic development.

In order to engage 21<sup>st</sup> century learners it is critical that we understand their motivations and expectations, and that this knowledge is shared. I am pleased to endorse the project's scope,

approach and deliverables, and the team's desire to work in close partnership with the JISC and its funded projects in enhancing student learning and engagement.

Yours faithfully,

A handwritten signature in black ink, appearing to read "B. Mark", with a long, sweeping horizontal flourish underneath.