

A. Cover Sheet

Cover Sheet for Proposals <i>(All sections must be completed)</i>		JISC e-Learning Programme	
Name of Call Area Bidding For (tick <u>ONE</u> only):			
Call I: Transforming Curriculum Delivery Through Technology (JISC funded)		✓	
Call I: Transforming Curriculum Delivery Through Technology (Becta funded)			
Call II: Assessment demonstrators			
Call III: Course description and discovery			
Name of Lead Institution: University of Oxford, Department for Continuing Education			
Name of Proposed Project: Cascade – Developing new models to transform the delivery and support of learning for continuing and professional learners at the University of Oxford			
Name(s) of Project Partner(s): None			
Full Contact Details for Primary Contact:			
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Length of Project:	2 years		
Project Start Date:	01 October 2008	Project End Date:	30 September 2010
Total Funding Requested from JISC: £199,958			
Funding Broken Down over Financial Years (April - March):			
April 08 – March 09	April 09 – March 10	April 10 – March 11	
£53,159	£97,398	£49,401	
Total Institutional Contributions: £140,888			
Outline Project Description			
<p>The Cascade project aims to implement new strategies to create improved curriculum delivery models that allow the Department for Continuing Education at the University of Oxford (OUDCE) to respond more flexibly to stakeholders' needs. Using an iterative design, implementation and evaluation process the project will develop and pilot a series of technology-enabled delivery models and embed the new delivery solutions in the ongoing practices and policies of the University, and make the results of the project available to the wider HE community.</p>			

C Fit to Programme Objectives and Overall Value to the Wider Community

1. The need for learning opportunities that extend throughout life is now recognized in all sectors of society: an intensive period of initial education, even of the highest quality, is simply not sufficient in times of rapid social, economic and technical change. Oxford was one of the first universities to respond to this need and, primarily through the work of The Department for Continuing Education (OUDCE), is now recognized internationally as a leading provider of opportunities for extended learning for the purposes of professional and personal development. Approximately 15,400 students enrol annually on OUDCE's 50 or so award-bearing programmes, which include undergraduate and postgraduate certificates, diplomas, and part-time matriculated Master's and DPhil degrees offered in conjunction with other departments of the University.¹
2. Following the withdrawal of HEFCE funding for learners wishing to pursue qualifications at an equivalent or lower level to those they already hold (ELQ),² OUDCE, like many other providers of part-time education,³ faces a major shortfall in revenue if it does not adapt to these changes in funding. As such, the Department must meet an institutional challenge requiring a major review of existing practice and the identification of new strategies and policies to continue to offer innovative, flexible, and accessible ways to study at the University of Oxford.
3. A central part of the solution to this challenge has been identified as the review of existing programmes and development of new ones against considerations of defined *viability criteria*, including:
 - Strategic fit to mission and vision⁴ (mandatory);
 - Quality and rigour (mandatory); and
 - Financial viability (desirable).

An increasing emphasis on accredited master's-level learning, together with the implementation of innovative models of curriculum delivery that leverage technology more effectively and efficiently to deliver these, has already been recognized as a major focus of this review.

4. OUDCE, through its Technology-Assisted Lifelong Learning (TALL) unit, has been at the forefront of using technology for curriculum delivery, offering some of the first fully online courses in the UK. However while there are examples of excellent technology-enabled solutions in the Department, uptake has been limited and there are considerable opportunities yet to be explored. It is now recognized that additional investment is required to meet the current challenges to the continued delivery of lifelong learning of the highest quality.
5. Many initiatives implementing technology in education still do not achieve the impact hoped for. However, the publication of reports such as "Exploring the tangible benefits of e-Learning"⁵ provide increasing evidence on which aspects of using technology to deliver curricula can provide real advantages. TALL and the Department as a whole combine expertise in production, delivery and research, placing the project team in an exceptional position to exploit the current maturity of understanding of effective practice in e-Learning to identify models of delivery and to turn them into solutions which provide outputs of benefit to both the University of Oxford and the wider HE community.
6. Using an iterative design, implementation and evaluation process the Cascade project will develop and implement a series of technology-enabled delivery models and develop policies and strategies to

¹ <http://www.conted.ox.ac.uk/>

² <http://www.hefce.ac.uk/Learning/funding/elq/>

³ Oxford is the fourth most affected HEI after the Open University, Birkbeck College and London Metropolitan University and is expected to lose over £6m of teaching funding by 2014-15 (at 2007-8 levels)

⁴ Vision: To be an internationally-recognized centre of excellence for continuing and professional education, contributing to Oxford's scholarship and extending the University's engagement with the wider world through innovative, accessible and flexible programmes.

⁵ JISC CAMEL 'Exploring the Tangible Benefits of e-Learning' report (Ferrell et al, 2007)
<http://www.jiscinfonet.ac.uk/publications/camel-tangible-benefits.pdf>

embed these practices on an ongoing basis. The project will create models which provide real answers to our stakeholders' challenges. Cascade will develop ways of representing these models, tools for exploring them and ways of communicating them which make it easy to identify and implement the best solution in each case. While the models or learning designs may operate at differing levels of granularity, and not all elements will be used in all cases, the project will focus on identifying and implementing those models that allow for the key interventions in delivery and support that can offer tangible benefits. Academics and administrators will be able to use these models to add value to their programmes and offer learning in new ways, with the potential to reach a broader range of learners with differing motivations for study, and to make a significant difference to the student experience.

7. The JISC vision for curriculum delivery offers an inspiring but challenging set of aspirations. The Cascade project is aware that many of the challenges around successful innovations using technology can be characterized as change management in teaching and learning practice and the policies and strategies that support this practice, rather than the technology per se. In real terms, effective outputs that help others to negotiate this process of change offer a better chance of successful innovation than the application of technology alone. As such the project aims to contribute to the JISC vision for curriculum delivery principally in the areas of learning and teaching practice, and on strategy and policy, focussing on the facilitation of effective uptake of technology and standards to deliver the solutions that the Department will implement with its students.
8. Through its focus on continuing and professional learners, OUDCE works in collaboration with other departments and external partners to deliver innovative flexible programmes in a wide range of disciplines. OUDCE is answerable to a broad range of internal and external stakeholders, including academics, administrators, students and delivery partners from both within and outside the HE sector. The identification of delivery models must be managed in the context of engagement with these stakeholders to ensure that real needs are addressed and that delivery translates into accessible, excellent and inspiring opportunities for students. While this project does not focus on a department as traditionally defined by disciplinary boundaries, the concentration on non-traditional students who need flexible provision, often in inter- and multi-disciplinary subjects, places the applicability of the project's work more in the mainstream of HE provision than ever before. As such, the outcomes of this project will have much to offer not only other providers of continuing and professional education, but those in mainstream provision who are increasingly affected by these considerations.

Project outcomes and value to community

9. The anticipated project outcomes and their value to the community are:
 - Identification and implementation of flexible and creative curriculum delivery models to support continuing and professional learners.
 - Evidence of the impact of these delivery models in practice with reference to experience of tutors and students and other tangible benefits such as return on investment (ROI).
 - Guidance, support materials, tools and case studies that will benefit other institutions supporting similar stakeholders.
 - Transferable strategies and processes to embed and disseminate the work of the project.
 - Practical feedback on models and ideas developed by JISC, where applicable.
 - Working with the support and synthesis project to disseminate knowledge gained and to inform concurrent and future JISC initiatives.
 - The development of all outputs as open source, made available, free at the point of use, to the UK HE and FE community in perpetuity.

D Work Plan

10. OUDCE delivers learning to its students through a broad range of approaches, governed by the audience, the historical structure of the Department, whether programmes are accredited or not, and the Oxford tutorial system. These approaches include weekly classes, intensive day- or week-long courses, and fully online or blended programmes, which can be studied for personal improvement or for accreditation. What is consistent is that these learning opportunities are developed for lifelong learners

who want to study at Oxford in more flexible ways than are possible with traditional full-time courses. While the current models or learning designs behind these approaches remain tacit, the Department has already developed one explicit reusable model for the fully online short courses⁶ that allows the development and delivery of a portfolio of high-quality, reasonably priced learning experiences, which are valued by students. A key early requirement of the project will be a full articulation of the existing models as a starting point to explore the constraints and opportunities for appropriate innovation.

11. From our existing work in the Department and from current research into our market and our students,⁷ we have identified certain areas where technology is likely to facilitate effective innovation, and, within these, we have suggested the following areas for further investigation:
 - **Delivery medium:** face-to-face, fully online or blended learning
 - **Timing:** on-demand learning, asynchronous or just-in-time solutions
 - **Assessment:** improved management of formative and summative e-assessment, peer-to-peer assessment
 - **Development processes:** distributed development teams, increased reuse
 - **Technologies:** video and audio podcasting, social-networking and collaborative tools
 - **Audience:** professional learners, casual engagement, in-depth study
12. While this list provides a somewhat heterogeneous starting point, the team is well aware that the priority in the early stages of the project will be to concentrate attention on managing this complexity, in order to identify a suitable number of achievable models that will actually work within day-to-day practice. However, we are confident that this process can be managed by focusing our attention on models at two levels: 1) a flexible high-level delivery model for postgraduate blended-learning accredited programmes, embodying certain key principles while allowing for customization to suit individual requirements; and 2) a restricted number of lower-level models, or learning designs, which target opportunities for change that are recognized by our stakeholders. For example, a new accredited postgraduate blended programme (fitting the high-level delivery model) might utilize learning designs that have been developed to enhance the delivery and support of areas such as assessment feedback, reuse of research dissemination for public engagement, and taster/promotional functions.
13. Through the Phoebe Project⁸ the TALL team has been a key contributor to the community's emergent shared understanding of the opportunities and challenges presented by design for learning and its role in supporting curriculum delivery. A recognized strength of the Phoebe tool is the way it allows teachers to engage with the problematic and ill-defined domain of learning design, while providing them with a useful and usable tool to create appropriate and effective pedagogic plans in their daily practice.⁹ This is largely attributable to TALL's combination of research experience and expertise in the everyday development and delivery of online learning, which enables the team to use the requirements of practice as a way to manage choice in this complex space. With Cascade operating in a similar domain, this experience places the team in a unique position to manage the complexity inherent in any project in this area.

Project methodology

14. One thing that is clear from the growth of e-Learning in the last decade is that, in terms of their impact, all interventions are not equal. Key to the success of Cascade will be the identification and successful communication of delivery and support models to those who will implement them, so the real issues that confront our stakeholders can act as the driver for their uptake. The models will therefore be derived through the triangulation of:

⁶ <http://onlinecourses.conted.ox.ac.uk/>

⁷ SPIRE survey, Isthmus survey and interviews, Empirical Study into Motivation for Continuing Education, Henriette Lundgren.

⁸ <http://phoebe-app.conted.ox.ac.uk/>

⁹ See Phoebe evaluation report, <http://phoebe-project.conted.ox.ac.uk/cgi-bin/trac.cgi/attachment/wiki/UploadedFiles/Phoebe%20Evaluation%20Report%2016%20June%2008.pdf?format=raw> p.36

- Practice: understanding how we currently deliver the curriculum and how this might be improved, identifying institutional constraints and opportunities. Once developed, the models will be subjected to continuous reviews of their implementation in practice.
- Stakeholder requirements: understanding the perspectives of stakeholders and securing their broader engagement. Methods for knowledge elicitation may include initial surveys, supplemented by externally facilitated focus groups designed to extrapolate and clarify models for implementation. Stakeholders will remain fully engaged in the implementation stages and through into the evaluation activities.
- Research and evaluation: investigating models and examples of effective practice,¹⁰ assessing their applicability, continuously evaluating the project (see below) and engaging with the wider research community as the project progresses.

This process will draw inspiration from the JISC Users Innovation Development Model (UIDM), with adaptations where appropriate. Any enhancements to the model will be shared with the JISC development community as potential exemplars for similar processes.

15. Key to the success of Cascade will be the ability to take the models and processes initially developed by the project and effectively communicate them to those who will actually use them both in OUDCE, and subsequently the wider University and beyond. While developing a rich set of representations, supporting tools and dissemination approaches is an early priority the team is aware that representations constitute a problematic aspect of communicating effective e-Learning practice¹¹ which should not be downplayed. However, through its current work as an e-Learning production team, as well as its involvement in the Design for Learning strand, the TALL team has a thorough understanding of the challenges of this space. While it is anticipated that the project will develop a resource set that will be available online, and use appropriate tools (e.g. as Phoebe), in the initiation stage of the project, the evaluation and evolution of the representations, tools and models of communication used by the project will be as important as the evaluation and evolution of the delivery models themselves.
16. After the initiation phase the project will move into a longer iterative dissemination and implementation cycle. This will implement the delivery and support models identified initially, and also continuously evaluate:
 - The methods of representing and communicating the models (are they comprehensible to their intended users?)
 - The implementation of the models (is this done in a manner that is acceptable to users, and one which stimulates users to adopt the models in their everyday practice?)
 - The effectiveness of the models themselves in terms of the extent to which they a) support the development and delivery of learning experiences that meet the expectations of teachers and learners alike, and b) contribute to ROI.

Only when all aspects of the project are used in the field will it be possible to fully understand and improve on the decisions made in the initiation stage.
17. The project will be evaluated in three dimensions:
 - The delivery models themselves (see preceding paragraph).
 - The strategies and policies the project employs to generate and implement the models (see preceding paragraph).
 - The project as a whole: formative reflections on process and the achievement of milestones; summative reflection on its overall outcomes.

The project intends to appoint an advisory group from senior staff in the Department and other key groups within the University¹² to guide the project. This group will meet over the lifetime of the project to coincide

¹⁰ See especially reports and outcomes cited in Curriculum Delivery Briefing Paper <http://www.jisc.ac.uk/media/documents/programmes/elearningcapital/curricdeliverybriefing.pdf>

¹¹ See Mod4L Final Report www.academy.gcal.ac.uk/mod4l/mod4lreportfinal.doc

¹² Colleagues from The Department of Education (Dr Chris Davies); Oxford University Computing Services (Dr Paul Davis) and Oxford Learning Institute (Dr John Fazey or Dr Chris Trevitt) have agreed to be members of the project advisory group.

with the interim reporting stages defined by JISC and will support the “reflective” dimension of the evaluation.

18. With many projects of this type, successful implementation depends on enabling stakeholders to participate actively in the project work above and beyond their everyday responsibilities. With this in mind the project aims to use a significant proportion of its budget to buy out time from stakeholders and practitioners to ensure that they can realistically undertake the commitment required. The central role of senior management in the project (see below) will also ensure that there is a high level commitment to making this time available.
19. Staff time will be bought out as required as the project progresses. The costings anticipate the recruitment of staff from a number of core roles including junior and senior academic and administrative staff, as well as external partners. It is envisaged that participation in the project will be in one of two main roles:
 - a) **Champion:** will have time allocated to the project over a long period. They will both participate in activities with the core project team and work with their peers to “champion” the project and bring its work more directly into everyday practice;
 - b) **Participant:** will have time bought out to participate in workshops and to implement innovative interventions in their work.

Project Scenario

20. Louise manages the Environmental Sciences portfolio and regularly runs day courses on climate change topics which bring a selection of experts together with participants for in-depth study of current topics. These are frequently over-subscribed, but she is unclear how using technology might allow her to make these experiences available to a wider audience, especially as the days involve workshops and discussions, as well as lectures. She discusses her issues with the Cascade project champion in her division who suggests she should try a model that incorporates video podcasts with wrap-around support through online discussion forums which would allow the course to be delivered to distant as well as face-to-face students.
21. They discuss both synchronous and asynchronous options, looking at benefits of the different approaches in terms of the departmental viability criteria which consider strategic fit, ability to control the quality of the experience, and also the financial implications of the options. As there is a globally located and professional audience for this topic, and she does not want to exclude students who cannot attend due to work constraints or because they are in different time zones, she chooses an asynchronous approach to allow a more flexible offering to the audience. The champion then points her to the online resource set which provides guidance and tools to help her explore her ideas, and helps her identify the issues which she must consider before implementing this solution, including i) information about negotiating IPR with the academics involved in the initial day course in order to reuse the lectures they deliver, ii) a set of guidelines for working with the academic team in the Department to develop suitable adaptation of the face-to-face tutorials for online asynchronous delivery, iii) information about the training available in effective online tutoring for the academics she wants to use to support the online version of the course, and iv) information about the technical requirements and who to contact for support.
22. When Louise contacts the Cascade team to discuss her plan they suggest she and her academic team may also want to attend a workshop to explore additional options. As well as looking at their work as a whole, at this they learn more about related models which they might want to explore at a later date. These include streaming live events and additional synchronous online interaction, allowing the face-to-face delegates access to elements of the online learning version of the course, and options for reusing the video podcasts in other ways. As a result of this, the team move forward with implementing their customized version of the original model and decide to also make some of the lectures freely available through the departmental website and iTunes U, acting as a promotional tool for other courses in the portfolio.

Work Packages

23. It is envisaged that the work of the project will unfold over the following work packages:

1. **Project set up:** Write project plan, recruit research assistant, finalize membership of the advisory group, and identify project champions and wider pool of participants. Milestone: detailed project plan.
2. **Review and research:** Review current practice against viability criteria, clarify current delivery models; research existing literature on similar areas; conduct initial surveys of stakeholders, identify areas for investigation, i.e. existing models that may address our needs. Milestone: plan and rationale for models.
3. **Develop and refine models:** Run focus groups with stakeholders to generate models, represent models through tools and other methods as appropriate, run follow-up focus groups to review and refine models and representations. Milestones: initial models documented.
4. **Pilot models:** Pilot models with champions.
5. **Update models:** Assess pilots and update models appropriately. Milestone: updated models.
6. **Develop wider dissemination:** Review policies, plan workshops, create materials and update tools to transmit models to a wider audience. Milestones: guidance and workshops developed.
7. **Disseminate models:** Make materials and tools available and support their use, run workshops in Department and more widely in the University.
8. **Implement models:** Support implementation of models across OUDCE.
9. **Evaluation:** Iteratively evaluate the project at the formative, as well as the summative, level. Milestones: evaluation plan, evaluation report.
10. **Review and embed:** Ensure that the outputs of the formative evaluation are applied to all aspects of project. Work to embed the materials, tools and processes generated by the project into the regular work of OUDCE and the University more widely. Milestones: finalized models, updated policies and processes.
11. **Project reporting, community engagement and dissemination:** Report to JISC as required. Work with project stakeholders, JISC and the wider community to ensure project work is made available to the wider community in useful and usable forms. Milestones: final and completion report, case studies, additional guidance materials.

Time Task	Year 1				Year2			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1) Project set up	■	■						
2) Review and research	■	■	■	■				
3) Develop and refine models		■	■	■				
4) Pilot models			■	■	■			
5) Update models			■	■	■			
6) Develop wider dissemination			■	■	■			
7) Disseminate models				■	■	■	■	■
8) Implement models					■	■	■	■
9) Evaluation	■	■	■	■	■	■	■	■
10) Review and embed							■	■
11) Project reporting, community engagement and dissemination	■	■	■	■	■	■	■	■

Deliverables

24. The deliverables for the project will be delivered through a project website that will contain:

- A high-level delivery model for a postgraduate blended-learning accredited programme
- A series of lower-level learning designs for delivery interventions
- A set of detailed case studies, as outlined in the call
- A detailed plan and rationale for the models chosen, in light of the ELQ challenge
- An evaluation report, including information on issues explored, lessons learned and areas for further research

- Guidance for others undertaking comparable innovations
- Reports for JISC as required

Risk analysis

Risk	Prob (1-5)	Sev (1-5)	Score (PxS)	Action to prevent/manage risk
Unable to focus project	2	5	10	Centre investigation on areas most likely to produce viable models
Scope creep	3	3	9	Experienced project team and project reporting will ensure close monitoring
Unable to identify models	1	5	5	Project team is already aware of models which may help the Department
Unable to communicate and disseminate models	2	4	8	Through current development work and experience of the Phoebe project, the team is aware of issues and workable solutions
Unable to implement models	2	5	10	Project designed to minimize this likelihood and high level involvement from senior managers agreed
Unable to engage stakeholders	3	3	9	High level participation in project agreed. Make funds available to buy out time for participation
Competing demands on staff time	2	5	10	Good project management and clearly delineated staff priorities
Unanticipated technical difficulties	2	4	8	Where possible adapt/use existing tools, build in sufficient support for users
Unexpected IPR issues	2	3	6	Work closely with University IPR experts and projects such as Web2Rights to anticipate and avoid these
Unable to recruit research assistant in timely manner	3	3	9	Built in lead time for recruitment, and if necessary buy out time from existing staff with suitable skills

Intellectual Property Rights (IPR)

25. If this proposal is funded, any information gathered during the course of this work that is not already in the public domain will be deemed to be the property of The University of Oxford. Notwithstanding where existing open-source software that is the intellectual property of a third party is used by the project, that existing software will remain governed by the intellectual property rights as previously claimed by that third party. The information provided in the reports of the project, and the rights to all other output, will be deemed to be the property of The University of Oxford. However, project outputs will be made available, free at the point of use, to the UK HE and FE community in perpetuity and will be disseminated widely by the University in partnership with JISC.
26. We are aware that increased reuse of intellectual assets across OUDCE, as well as a greater integration of Web 2.0 technologies and user-created content into our mainstream practice, has the potential to cause unexpected consequences in the area of IPR. As such, we will continue to work with JISC projects such as Web2Rights¹³ and others as appropriate to ensure we implement the most effective policies in relation to these areas.

E Engagement with the community

27. Through the work of the JISC e-Learning programme and others much has been achieved during the last few years to improve the community's understanding of what constitutes effective practice, how it can be represented and modelled, and how it can best be disseminated beyond the early adopters to encourage wider uptake. The TALL team's involvement in many strands of this work, its participation in SIGs, conferences and communities such as Emerge,¹⁴ and its presence in the educational blogosphere mean that our work is situated in, and contributes to, this thinking. As such, the team welcomes the opportunity that Cascade would provide to continue this engagement with JISC and the national and international e-Learning community to shape understanding in this area.

¹³ <http://www.web2rights.org.uk/>
¹⁴ <http://elgg.jiscemerge.org.uk/>

28. More directly relevant to this call, the team is fully committed to continuing the development of Phoebe and is aware of several other projects that, if funded, aim to use the tool for their work not only in the Curriculum Design and Delivery calls, but also in other projects funded by JISC and others. This is supplemented by the involvement of the Phoebe team in the Learning Design Support Environment (LDSE)¹⁵ project and an ongoing dialogue with the learning-design team at the Open University, the LAMS team and others in the field. TALL is already in discussion with JISC about how the work of Phoebe can most effectively feed into the support and synthesis project for this call, and it is clear that the effectiveness of this process would be greatly enhanced by a successful outcome to the Cascade project proposal.

Dissemination

29. The project will create a website to make the results of Cascade available to a global audience, and maintain this for a minimum of 3 years beyond the end of the project. The TALL team also has a well received blog <http://tallblog.conted.ox.ac.uk/>, where they will record their experiences of working on the project. The project has budgeted time to engage fully in all programme-centred and wider JISC events, and has also made provision to present the project work at a minimum of one other conference. More specifically, the mechanisms through which the project aims to communicate its outputs, via its champions, to the wider Department and the University as a whole, will provide a strong foundation for wider dissemination activities as the project progresses.

F Budget

30. As Cascade will allow OUDCE to pursue many of its key objectives over the next few years this project is seen as offering considerable benefits. In recognition of this, the Department will make an institutional contribution of £140,888 towards the direct costs of the project. In addition, OUDCE is making two new appointments in the next few months: a professional learning consultant, who will be based in the Department’s CPD Centre, and a digital media producer. Whilst not included in the project budget, the Department expects that both of these post holders will make a significant contribution to this project.

Directly Incurred Staff	Apr08– Mar09	Apr09– Mar10	Apr10– Mar11	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Directly Incurred Staff (A)	£19,404	£39,856	£20,458	£79,718
Non-Staff	Apr08– Mar09	Apr09– Mar10	Apr10 – Mar11	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Directly Incurred Non-Staff (B)	£8,445	£4,237	£2,595	£15,277
Directly Incurred Total (C) (A+B=C)	£27,849	£44,093	£23,053	£94,995

Directly Allocated	Apr08–	Apr09–	Apr10–	TOTAL £

¹⁵ This is an ESRC-funded project due to start on 1 September 2008. See: <http://www.oucs.ox.ac.uk/rss/allnews.xml>

	Mar09	Mar10	Mar11	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Directly Allocated Total (D)	£29,210	£61,600	£30,407	£121,217
Indirect Costs (E)	£30,145	£63,021	£31,468	£124,634
Total Project Cost (C+D+E)	£87,204	£168,714	£84,928	£340,846
Amount Requested from JISC	£53,159	£97,398	£49,401	£199,958
Institutional Contributions	£34,045	£71,316	£35,527	£140,888
Percentage Contributions over the life of the project	JISC 59 %	Partners 41 %		Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No. FTEs 1.258	Which Staff [REDACTED]		

G Previous experience of the project team

31. The Department and its TALL team have a strong tradition of successfully delivering projects for JISC and other research partners. This project builds directly on the results of several other projects that have been successfully completed or are currently under way in Oxford¹⁶, beyond the Phoebe project already mentioned. The SPIRE and Isthmus projects have investigated the uptake of user-owned (or Web 2.0) technologies by our online students, and the latter has implemented several innovations directed at this group. Cascade would build on the outputs of this work, both in terms of understanding students and tools, and in terms of the knowledge gained about managing unexpected institutional and external stakeholder issues that arise during implementation. Both this work and our close relationship with the Thema project at Oxford University Computing Services (which is investigating the experience of learners, including those in OUDCE) give us a firm base of existing data and transferable models to take forward. The Mosaic project¹⁷ in the RePRODUCE strand is greatly increasing our understanding of the practical issues around reuse, as well as developing a resource set of guidance on reusing content and IPR issues, which would provide an effective basis for related work in Cascade.
32. The Cascade project will be led by Dr Rebecca Lingwood, Director of the Department's Continuing Professional Development Centre and Sean Faughnan, Departmental Administrator & Operations Manager and Director of TALL. The project will be managed by Marion Manton, e-Learning Research Project Manager, supported by a new research assistant post holder, who is already being recruited for work on other projects, and by Dr Liz Masterman who will provide consultancy on the evaluation aspects of the project. Brief summaries of staff who will be involved in the project are provided below and the CVs of the key staff members are attached in Appendix A.

¹⁶ <http://www.tall.ox.ac.uk/research/current/index.php> , <http://wiki.oucs.ox.ac.uk/ltg-public/Thema>

¹⁷ <http://mosaic.conted.ox.ac.uk/>

33. **Senior Management: Dr Rebecca Lingwood and Sean Faughnan** (OUDCE), as members of the Department's senior management team, will guarantee the Department engages with the project whilst ensuring the project remains focussed on the real ongoing requirements of the Department's work. Rebecca and Sean both have significant senior management and research experience (CVs provided in Appendix A).
34. **Project Manager: Marion Manton** (TALL) has over a decade of experience as a learning technologist and project manager. She has led several research projects including the JISC-funded Phoebe Pedagogic Planner and Mosaic projects. Marion will project manage the project and will be the main project contact for JISC-related activities (CV provided in Appendix A).
35. **Evaluation consultant: Dr Elizabeth Masterman** (Senior Researcher, OUCS) has a PhD in Educational Technology. She has conducted pedagogical and usability evaluations since 1997, and has worked on a range JISC projects, including the Evaluation of Learning Design Tools, Phoebe Pedagogic Planner Tool and Thema. Liz will consult on methodological and evaluation aspects of the project (CV provided in Appendix A).
36. **Research Assistant: To be recruited** (TALL). TALL plans to recruit a research assistant to work across several related projects in TALL including the Cascade and LDSE projects.
37. **Senior Development Manager: David White** (TALL) has over 10 years' experience in the hybrid area between online educational media and academia and has led many JISC projects including SPIRE and Open Habitat. This project will utilize his expertise on Web 2.0 learning and implementation on an advisory basis.
38. **Administration & Project Support: Nicola Warren and Thomas Box** (TALL). Nicola will oversee the project; and manage the project budget and any contracts or licensing agreements that may be required. Nicola will also focus on the ROI aspects of the evaluation. Thomas will provide general administrative support to the project team.
39. **Web Development, IT Support & AV Services: David Balch, Ian Gloster, Matt Street and Mike Taylor** (TALL) as required; the project will draw upon the technical team within TALL who between them have expertise in all the technical areas required to support a project such as this, including: web development; programming; multimedia development; filming and audio; accessibility; IT support and systems administration.

H Supporting Letters

Letters of support for the project are enclosed from the following:

- Prof Jonathan Michie (Director, Department for Continuing Education)
- Dr Paul Davis (Acting Head, Learning Technologies Group, Oxford University Computing Services)
- Dr Chris Davies (Course Director, E-Learning MSc, Department of Education, University of Oxford)
- Dr Stephen Goss (Acting Director, Oxford Learning Institute)

Letter of Support from Prof Jonathan Michie, Director, Department for Continuing Education

DEPARTMENT FOR CONTINUING EDUCATION

Rewley House, 1 Wellington Square, Oxford OX1 2JA
Tel: +44 (0)1865 270376 Fax: +44 (0)1865 270296
jonathan.michie@conted.ox.ac.uk www.conted.ox.ac.uk

From the Director, Professor Jonathan Michie



JISC
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

24 July 2008

Dear Sir/Madam,

**Re: JISC Circular 08/08: JISC e-Learning Programme: Call for projects in the areas of curriculum delivery, assessment and course advertising
Call I – Transforming Curriculum Delivery Through Technology**

I am writing to express strong support for the “Cascade – Developing new models to transform the delivery and support of learning for continuing and professional learners at the University of Oxford” project proposal submitted in response to Call I of the JISC Circular 08/08.


The Department for Continuing Education has recently been asked by the University’s Education and Policy Standards Committee to produce a more sharply focused ten-year vision and is currently undertaking a major exercise to review its work and to develop a strategy to deliver its vision. As part of this process, the need for co-ordinated and innovative use of technology to deliver curriculum across the whole Department has been highlighted as a key area. Looking to the future, the Department’s plans in this area align very closely with the vision for curriculum delivery outlined in the call, and as such our proposal outlines a strategic transformation of curriculum delivery that is crucial for the Department and which, I hope you will agree, is a very good fit with the requirements of the call.

This is a particularly timely opportunity for the Department as the challenge imposed by the Equivalent or Lower Qualification (ELQ) Policy announced by the Government in October 2007 is seriously affecting our ability to deliver financially viable, flexible, part-time programmes that meet the needs of a wide range of learners. Only by employing technology in an efficient and innovative way will the Department be able to continue to deliver teaching and learning to a broad range of students who otherwise would not or could not engage with the University.

With the technological experience and expertise of the Department's Technology-Assisted Lifelong Learning unit, combined with the commitment and support of our academic staff to review their teaching and learning practices, and the full backing of the Department's senior management team to ensure that effective strategy and policies are put in place, we are extremely well placed to make a strong contribution to this JISC programme.

I strongly support the innovative and strategic approaches being investigated by the Cascade project. I am confident that, if funded, the Department will deliver the project outcomes as outlined in our proposal and ensure that they are fully embedded in our future work. I also support the participation of a range of the Department's staff in the JISC programme-level activities, as outlined in paragraph 41 of the call, and am committed to sharing the outcomes of the project with the wider HE community.

Yours faithfully,

A handwritten signature in cursive script that reads "Jonathan Michie".

Prof. Jonathan Michie
Director

Letter of Support from Dr Paul Davis, Oxford University Computing Services



Oxford University **Computing Services**

13 Banbury Rd Oxford OX2 6NN



JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

21 July 2008

To whom it may concern,

**Re: JISC Circular 08/08: JISC e-Learning Programme: Call for projects in the areas of curriculum delivery, assessment and course advertising
Call I – Transforming Curriculum Delivery Through Technology**

The remit of the Learning Technologies Group at the Oxford University Computing Services (OUCS) is to support all divisions within the University of Oxford in the development and innovative use of IT in teaching and learning and as such, we are particularly please to support the “Cascade – Developing new models to transform the delivery and support of learning at the University of Oxford” project submitted by the Department for Continuing Education to this call.

Through our collaboration on the Phoebe project we have a successful track record of working with the Department for Continuing Education and its TALL team to explore best practice in e-Learning and we would welcome the chance that the funding of this project would give to extend and disseminate this work. Should this project be awarded, our senior researcher, Dr Liz Masterman, will consult on the methodological and evaluation aspects of the project and the Head of the Learning Technologies Group, or their nominee, would be pleased to be represented on the Cascade project advisory board to ensure that the outcomes of the project can be further disseminated and, where appropriate, embedded more widely across the University.

Yours faithfully,

Dr Paul V. Davis
Acting Head, Learning Technologies Group
Oxford University Computing Services

Letter of Support from Dr Chris Davies, Department of Education, University of Oxford

**UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION**

15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk

Director Professor John Furlong



JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

To whom it may concern

**Re: JISC Circular 08/08: JISC e-Learning Programme: Call for projects in the areas of curriculum delivery, assessment and course advertising
Call I – Transforming Curriculum Delivery Through Technology**

I am writing to express strong support for the “Cascade – Developing new models to transform the delivery and support of learning for continuing and professional learners at the University of Oxford” project proposal submitted under the JISC e-Learning Programme.

As the Course Director of the University of Oxford’s MSc Education (e-Learning) and a fellow of Kellogg College, which was founded to support lifelong learning at Oxford, I am particularly interested in initiatives which explore effective delivery of curriculum using technology and especially those which focus on the needs of continuing and professional learners.

While the Department for Continuing Education has an excellent track record in the delivery of effective e-Learning, they also are a central part of the wider e-Learning community in the University, not least through their contribution to teaching on the MSc. I am confident that, if funded, the project will produce practical outputs which will be of great benefit to the university as a whole as well as the wider HE community. As such I would be pleased to be a member of the project advisory board would look forward to working with the TALL team to disseminate the work of the project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Chris Davies', written over a white background.

Dr Chris Davies
Course Director, MSc Education (e-Learning)

University
of Oxford



Oxford Learning Institute

Research-informed support for professional development and teaching

JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

21 July 2008

To whom it may concern

**Re: JISC Circular 08/08: JISC e-Learning Programme: Call for projects in the areas of curriculum delivery, assessment and course advertising
Call I – Transforming Curriculum Delivery Through Technology**

The Oxford Learning Institute exists to support excellence in learning, teaching and research at the University of Oxford by promoting professional, vocational and management development and contributing to policy development. As such, we are extremely interested in the proposed work of the Department for Continuing Education's Cascade project. We are research-informed in all our activities and so particularly welcome the chance that this project represents to take a research-led approach to the implementation of technology into the delivery of the curriculum in an Oxford context.

While in the first instance the project focuses on the work of the Department for Continuing Education, it does address areas of provision that are of increasing importance to the University as a whole. As such, we would welcome a place on the Cascade project advisory board and a chance to work with the project team to ensure that the lessons learned can be applied and disseminated across the University.

Yours faithfully

Stephen Goss
Acting Director
Oxford Learning Institute

Oxford Learning Institute
Littlegate House
16/17 St Ebbe's Street
Oxford
OX1 1PT

Appendix A: CVs of Key Project Staff

Curriculum Vitae: Dr Rebecca J. Lingwood

Continuing Professional Development, Department for Continuing Education
University of Oxford, Littlegate House, 16/17 St Ebbe's Street, Oxford OX1 1PT, UK
Telephone: +44 (0)1865 286936, Fax: +44(0)1865 286934
Email: rebecca.lingwood@conted.ox.ac.uk, Nationality: British, Date of birth: 22.8.1970

Education and Qualifications:

1992: BA (Hons) Engineering, Class 1* distinction: Cambridge University.
1995: MA and PhD Engineering/Applied Mathematics: Cambridge University.
2004: Chartered membership of the Institute of Mechanical Engineers, CEng MIMechE
2005: MA: Oxford University.

Appointments:

1995-1997: Maudslay Research Fellowship, Pembroke College, Cambridge.
1997-2000: Royal Society Dorothy Hodgkin Research Fellowship.
1997-2000: Fellow, Pembroke College, Cambridge.
1997-1999: Director of Studies (Engineering), Pembroke College, Cambridge.
1999-2000: Chargé de recherche, Laboratoire d'Hydrodynamique, École Polytechnique, France.
2001-2003: Intellectual Property and Research Manager, Opsys Ltd, Oxford.
2003-2005: Aerospace & Automotive Manager, Begbroke Directorate, University of Oxford.
2003-2005: Part-time secondment to the Faraday Advance Partnership in Aerospace and Automotive Materials, University of Oxford.
2003-2005: Oxford University Knowledge Transfer Partnership (KTP) Manager, Oxford University KTP Office, Begbroke Directorate, University of Oxford.
2005: Director, Continuing Professional Development, and Deputy Director, Department for Continuing Education, Oxford University
2005: Fellow, Kellogg College, Oxford
2007: Affiliated Professor, Royal Institute of Technology (KTH), Stockholm, Sweden
2007: Director of Research, Department for Continuing Education, Oxford University

Grants:

1999-2000, Cambridge:

- EPSRC GR/M93321/01, £150k, Stability and transition to turbulence of flows around rotating cones; project partner: Rolls-Royce plc. Principal Investigator.
- EPSRC GR/M97862/01, £120k, Stability and transition of the boundary layer on a rotating sphere. Co-Investigator.
- EPSRC GR/N04072/01, £200k, Stability and laminarization/transition of the Hartmann boundary layer; project partner: Corus UK Ltd. Co-Investigator.

2003-2007, Oxford:

- EPSRC Collaborative Training Account (CTA), £2.3m. Co-Applicant.
- EPSRC GR/S98542/01, £60k, SPRINTCar (Short-Production Run INnovative Technology Car) innovative UK demonstrator car - technology evaluation and consultation exercise. Principal Investigator.
- EPSRC GR/S87577/01, £60k, DRIVENet (Industry-academia network for the design for dismantling, reuse & recycling in road vehicles). Named researcher.
- EPSRC EP/C010884/1, £62.5k, WINGNet (Industry-academia network for waste reduction in aircraft related groups). Recognized researcher.
- DTI, £20k, establishment of a recognized Oxford University Knowledge Transfer Partnership (KTP) Office. Principal Applicant.
- BBSRC, Modular Training for Industry Scheme: five awards, £180k.
- HEIF2, HEIF3 and HEIF4 awards, totalling approximately £0.5m.
- ESPID – European Society for Paediatric Infectious Diseases – Postgraduate Diploma in Paediatric Infectious Diseases hybrid programme development, €30k.

- DfID-British Council DelpHE, Dar-Oxford Link for Health: Translating Knowledge into Practice, £90k
- Wellcome Trust Interdisciplinary Training Programme in Translational Medicine and Therapeutics, £6.2m, *shortlisted & under consideration*.
- Wellcome Trust Research Capacity Strengthening in Africa, £15.1m, *shortlisted & under consideration*.
- EPSRC Partnerships for Public Engagement, EnergyBasics, £74k, *under consideration*.
- EPSRC Doctoral Training Centre in Biomedical Engineering at the Translational Interface of Next Generation Healthcare, £6.6m, *under consideration*.
- ESRC Capacity Building Cluster for Third Sector Research, £1m, *under consideration*.

Academic Publications:

- Over 20 peer-reviewed publications in the field of fluid dynamics.
- Lingwood, RJ, 2007 Education and partnerships for cancer care in developing countries: Africa. In *Proceedings of Aortic 2007, Cape Town, South Africa*.
- Lingwood, RJ, 2008 Understanding the Global marketplace – a UK perspective. In *Proceedings of the IACEE 11th World Conference on Continuing Engineering Education, Atlanta, USA*.
- Lingwood, RJ, 2008 The challenge of cancer control in Africa. *Nature Reviews Cancer* 8, 398-403 (May 2008). With Boyle, P, Milburn, A, Arbuthnott, J, McCaffrey, R, Kerr, SH, & Kerr, DJ.

INDUSTRIAL ACTIVITIES, Opsys Ltd, 2001-2003

2001-2003: Employed by Opsys Ltd (operating in the field of organic light-emitting display devices, and which spun-out of Oxford University in 1997) as intellectual property manager and latterly as research manager. This involved directing R&D staff, managing the expansion and value of the intellectual-property portfolio, assessing the feasibility of new application areas for exploitation, and, importantly, managing collaborative research projects and student placements between the company and Oxford and St Andrew's Universities.

ACADEMIC-INDUSTRY ACTIVITIES, Oxford University, 2003 onwards

2003-2005: Employed as Aerospace and Automotive Programme Manager by Oxford University's Begbroke Science Park to: develop and exploit internationally-leading university research through knowledge and technology transfer; provide fit-for-purpose science-park facilities and resources to improve the dialogue between HEIs and business; develop university-industry collaborations and new technologies; establish and provide tailored training and secondments; and establish spin-out, spin-in and business incubation facilities within wide-ranging partnerships.

Subsidiary roles: Part-time secondment to the Faraday Advance Partnership in Aerospace and Automotive Materials (now the Materials KTN); and Oxford University KTP Manager.

As Director of Continuing Professional Development, 2005 onwards.

The Department's primary purpose is to provide substantial programmes of part-time and other flexible learning and knowledge-transfer activities, to complement the work of the University in full-time education. CPD delivers approximately 180 different part-time course options to professional practitioners in a range of science- and technology-based subject areas. I am responsible for nine full Oxford University MSc programmes, approximately 20 other postgraduate award-bearing programmes, and a host of short courses in professional updating. Links with industry are far too numerous to list. The postgraduate programmes have a research element and are research-led, playing an important role in disseminating the research outputs of the University and in establishing new research collaborations with industry.

Subsidiary roles: Member of the University's EPSRC Collaborative Training Account Management Committee and Knowledge Transfer Account Working Group; member of the University's Graduate Skills Advisory Committee; Continuing Education's representative on the University's Medical Sciences Divisional Educational Policy and Standards Committee; and Continuing Education's Director of Research.

CURRICULUM VITAE
Sean Faughnan MBA
Email: sean.faughnan@conted.ox.ac.uk
Tel.: +44(0)1865 270375

PROFILE

- Senior administrator with a wealth of experience of managing within an educational environment
- Skilled negotiator with experience at board level
- Skilled in personnel management
- Excellent communication skills; strategic and analytical skills; financial skills; and research and report writing skills
- Ability to work under pressure and to keep to deadlines
- Equally able to work individually or as part of a team and to lead when necessary

HE QUALIFICATIONS

2000 – 03	University of Warwick – Executive MBA (average over 70%)
1989 – 91	University of Central England – BA (Hons) Accountancy Class 2:1
1987 – 89	University of Central England – HND Business and Finance (Merit)

EMPLOYMENT

April 2002 - Present

**University of Oxford
Department for
Continuing Education**
www.conted.ox.ac.uk

RESPONSIBILITIES AND EXPERIENCE

**Departmental Administrator & Operations Manager (DA&OM)
and Director, Technology-Assisted Lifelong Learning**

As DA&OM, I report to the Director of the Department for Continuing Education and I am responsible to him for all personnel matters, including the management of all non-academic staff; Departmental premises and facilities, including health and safety; IT for administration; and finance – the Department has an annual turnover in excess of £15M. I manage eight members of staff directly and a further 80 indirectly.

In addition, I am Director of the Department's Technology-Assisted Lifelong Learning (TALL) unit (www.tall.ox.ac.uk), leading this self-financing team that focuses on harnessing technology to support excellence in teaching, e-learning and research. TALL has a broad commercial client base and an international research profile. Recent strands of TALL work include the development of environmental and medical/health-related projects for the developing world, development and delivery of online courses for the Department and external clients and an innovative portfolio of research projects.

Since August 2007, under my direction, TALL has lead or been a partner in the following research projects:

- NERC, REgional Climate International: PROviding Online Climatological Applied Training and Education (RECIPROCATe), £203k (awarded).
- JISC, Open Habitat: developing learning habitats for virtual worlds, £170k (awarded).
- JISC, Mosaic, £24k (awarded).
- ESRC, Learning Design Support Environment for Teachers and Lecturers, £1.26M (awarded).

I am personally involved in the following projects:

- John Fell-OUP Fund, Departmental Research Facilitator, £80k (awarded).

- DFID-British Council DelpHE, Dar-Oxford Link for Health: Translating knowledge into practice, £90k (awarded).
- Wellcome Trust, Strengthening East African Research Capacity for Health (SEARCH) consortium, £6m (shortlisted and awaiting final outcome).

My direction of TALL and DA&OM role more broadly require me to:

- Lead the design and development of innovative software solutions for academic and commercial markets.
- Lead business planning and management including market analysis and strategic marketing.
- Liaise with and influence senior university academics and management.
- Develop and implement strategy.
- Manage change including full system/process mapping, analysis and service redesign.

As a member of the Department's strategic management team, I play both an advisory and decision-making role in the key areas referred to above, as well as in matters relating to intellectual property, copyright, data protection and disability. I also ensure that the Director and other senior colleagues are briefed, as required, on University, national, and EU regulations, procedures, and policies.

1996 – 2002

Warwickshire County Council
Nicholas Chamberlaine School
Bulkington Road
Bedworth CV12 9EA

Director of Finance & Resources

Responsibilities included:

- Advising the Head Teacher in all non-educational aspects of the management and administration of the School.
- Supervision and induction of all non-teaching staff to make the best use of resources to support the educational functions of the School.
- Strategic and financial management of the School and Community Sports Centre budgets (£5M).
- Aiding the formation of sound policy and planning within the School as a member of the Senior Management Team.
- Management of all new building initiatives, maintenance programs and contracts.
- Implementation and control of fund-raising initiatives.

1994 – 1996

Warwickshire County Council
22 Northgate Street
Warwick CV34 4SR

Risk Management Officer

Responsibilities included:

- Researching and writing technical reports.
- Liaison with Head Teachers, the Police and Fire Services, other local authorities and senior managers.
- Preparation and control of miscellaneous tenders.
- Co-ordination of security audits and risk assessments.
- Preparation of income generation proposals.
- The production and analysis of statistics relating to the Local Authority's various insurance policies.
- Dealing with payments received in respect of claims made to the insurers for all departmental policies.
- Planning and participation in training events.

Marion Manton

Profile

- e-Learning professional with extensive experience in academic and commercial sectors
- Managed process of curriculum and learning design from short courses to masters programs for both fully online and blended delivery
- Promoted e-Learning to academics, students and corporate clients.
- Run major research projects with partners across the UK, USA and Africa

Career History

October 2001 – present	Senior Manager: Learning Design/ e-Learning Research Project Manager TALL, University of Oxford
September 2000 – October 2001	e-Learning Environment Manager FTKnowledge
October 1998 – August 2000	e-Learning Manager (last position held) Henley Management College

Higher Education

1997-1998	MSc Information Management	The University of Sheffield
1991-1995	MA (Hons) History – 2:1	The University of Edinburgh

Research

PI or researcher on a number projects that form the research programme at TALL:

- 2008-2011 ESRC funded LDSE Project
- 2008-2009 JISC funded Mosaic Project: Course development with reused content
- 2007-2009 JISC funded Isthmus project: Linking the personal and institutional in learning technologies
- 2006-2008 JISC funded Phoebe pedagogic planner project
- 2005-2006 JISC funded 'WCKER2' project: Adding a simple interface to a course production tool.
- 2002-2003 Bill and Melinda Gates Foundation funded e-Learning in Global health for Africa
- 2001-2002 HEFCE Innovations funded OPUS project: Personalised learning in professional development

Teaching

- Taught on University of Oxford e-Learning MSc
- Trained academics to author fully online and blended learning experiences
- Trained tutors and students to exploit e-Learning environment.
- Designed implementation and support of tutors and students on long term e-Learning programme
- Presented work at national and international conferences including ALT-C and CETIS SIGs.

Publications

Manton, M., Fernandez, B., Balch, D., and Meredith, M. (2004). Forced to Conform? Using Common Processes and Standards to Create Effective eLearning. *Journal of Interactive Media in Education* ([Designing and Developing for the Disciplines Special Issue](#)), 2004 (14). ISSN:1365-893X

CV: Dr Elizabeth Masterman

EMPLOYMENT AND EDUCATION

Oxford University Computing Services: Learning Technologies Group
Senior Researcher 2004-Present

List of principal funded projects:

Thema: Exploring the experiences of Master's students in technology-rich environments. March 2007-Feb 2009; funded by the JISC Design for Learning programme. (Project Manager)

Isthmus: Adapting or developing flexible, personalised tools to meet the needs of lifelong learners. Mar 2007-Feb 2009; funded by the JISC Capital programme.

Phoebe Pedagogic Planner Tool: Developing a prototype online planning tool to enable teaching staff and learning technologists to develop their confidence and skills in designing effective technology-mediated learning experiences. May 2006-Feb 2008; funded by the JISC Design for Learning programme.

Constructing2Learn: Exploring the educational possibilities of tools that enable students who have no computing background to build and analyse models. May 2006-Oct 2007; funded by the JISC Design for Learning programme.

Research-based Evaluation of Learning Design Tools: Analysing the use of computer-based tools for learning design among practitioners in post-compulsory education. May 2005-Feb 2006; funded by the JISC E-learning and Pedagogy programme.

JISC eLISA: Developing and evaluating re-usable learning designs in innovative e-learning tools to support the acquisition of study skills by 16-19 year-old students. Mar 2005-Mar 2006; joint project with the University of Greenwich funded by the JISC Distributed E-learning programme.

Reusing learning materials in English literature and language: Eliciting the key issues associated with the sharing and reuse of e-learning resources among lecturers in English departments. Jan-July 2005; funded by the HEA.

Evaluation of LAMS (Learning Activity Management System): Evaluating the acceptability of LAMS among practitioners as a tool for designing and delivering sequences of e-learning activities in post-compulsory education. July 2004-Apr 2005; funded by the JISC E-learning and Pedagogy programme.

University of Oxford: Department of Educational Studies
Research Officer (part-time) 2003- 2004

Access and transition from A Level to university in Modern Languages: Investigating issues related to the admission of state-school students to Oxford. Sept 2003-Dec 2004; funded by HEFCE

University of Birmingham: Educational Technology Research Group 1998-2004

PhD Thesis: *Representation, mediation, conversation: integrating socio-cultural and cognitive perspectives in the design of a learning technology artefact for reasoning about historical causation.*

University of Sussex: School of Cognitive and Computing Sciences 1996-1998
MSc: Human-Centred Computer Systems (passed with Distinction)

Variety of positions in commercial software houses as programmer and technical author
1980-1996

University of Nottingham 1974-1978
BA Joint Honours in French and Russian (1st class)