



## Project Plan

# DUCKLING (Delivering University Curricula: Knowledge, Learning and Innovation Gains) Project, University of Leicester

### Overview of Project

#### 1. Background

The University of Leicester (UoL) offers both on-campus and distance-learning (DL) programmes (Hope 2006). It is a 'mega' DL provider with 7200 DL students (Arneberg et al, 2007, p86). Most are studying for work-related or work-based Masters' degrees. UoL is expanding the numbers and diversity of its DL programmes and increasing the provision of work-based learning in a variety of professional learning and development contexts (Leitch, 2007; DIUS, 2008, Brown et al, 2008; UoL, 2008).

The mission of UoL, as a leading UK university, commits it to attain international excellence through the creation of world changing research and high quality, inspirational teaching. One of its (9) ways of achieving the mission is by: 'Leading the UK in terms of innovation in teaching and learning through the application of e-learning'.

The new learning innovation strategy, developed as an addendum to the Learning and Teaching Strategy, and replacing the e-learning and pedagogical innovation strategy (from 2005) provides the direction, environment and actions for success of this objective for the whole institution and its stakeholders.

Based upon a 'design once, delivery many times' philosophy, the new work-based learning processes will be increasingly transparent, scalable, reliable and open to institutional QA processes. Work-based courses at UoL need to provide more effective delivery based on student-centred pedagogies and technologies, and utilise approaches that allow multiple delivery methods. These changes will facilitate the re-use, re-versioning and re-configuring of course delivery to meet employers' needs and those of professional recognition and accreditation bodies (JISC, 2008).

These imperatives are supported by new employability and DL strategies approved in July 2008, now moving into practical development and implementation underpinned by strategies for Learning and Teaching, Pedagogical Innovation, E-learning and Information Technology (IT). The Distance Learning Integrated Systems Support (DiLISS) project is centralising student administration, and the time is ripe for a more consistent approach in all phases of work-based learning curriculum.

The vision is informed by a strategic and evaluative approach to e-learning [Benchmarking and Pathfinder programmes](#) (supported by HE Academy) and the key challenges and solutions that emerged. The benchmarking exercises have provided snap shots and the start of trend analysis (Salmon et al, 2008, Bacsich, 2005, 2008).

A critical aspect of embedding DUCKLING action research process and institutional impact is through Professor Salmon's role in influencing policy and strategy in the University. She is a member of all relevant university committees and chairs the e-learning sub-committee. She is currently authoring the new Learning Innovation Strategy for the university, which is expected to be accepted before the start of the 09/10 academic year. It includes specific new processes of transferring research to practice, pilot to mainstream across the institution. She has already undertaken a DUCKLING presentation to the University's policy and strategy committee on e-book readers and received support for development and embedding. A member of the project team, Dr Armellini, will ensure immediate transfer to all other WB and DL teams in the university of all 3 technology interventions through his promotion of CARPE DIEM Workshops.

#### 2. Aims and Objectives

The DUCKLING project develops advanced delivery, presentation and assessment processes to enhance the work-based learning experience for students studying remotely. The project will demonstrate the practical marriage of sound approaches in delivery together with new technologies and work-based pedagogies for learning support, communication and assessment of professional adult learners from commencement to completion of the programme of study.

The project aims to identify new opportunities for enhancing curriculum delivery for work-based programmes and to develop a range of innovative technology-based responses. DUCKLING targets three PG DL demonstrator programmes (2 in Psychology and 1 in Education) and will align learning experiences with students' work-related needs, enabling active, situated, work-based learning.

- a) Enhance distance and work-based delivery with 3 innovative technology-mediated approaches to learning.
- b) Engage key stakeholders throughout the delivery, development and piloting.
- c) Be flexible enough not to require re-validation by enabling subject teams to design once and deliver many times.
- d) Inform the two key curriculum delivery-orientated elements of Leicester's new DL strategy.
- e) Inform senior managers, strategy and policy makers in the university and across the sector

### 3. Overall Approach

Three work-based (WB) or professional development (PD) programmes in two disciplines have been selected (and are committed at all levels to working with the project) that best represent the institutional strategic challenge and the curriculum delivery activities detailed in Tables 1 and 2. In Education, learners are practising language teachers seeking enhanced professional competence. Many are in hard-to-reach areas of war or natural disasters, cannot be visited by lecturers and lack regular electricity, although mobile devices are in common use. The Psychology students are studying for CPD towards Chartered Psychologist status as practising professionals. Student numbers: MA Applied Linguistics and TESOL, 25, Occup. Psych MSc in Occupational Psychology: 20, Occup. Psych MSc in Psychology of Work: 10, making a total of 155 students over the research period.

DUCKLING will support the three programmes to deliver peer-enabled, WB and PD by driving delivery through collaborative group work and 'e-tivities' (Salmon, 2002) in the institutional VLE (Blackboard). Development for learning and assessment will be through the CARPE DIEM team process, well-established at Leicester, researched through HE Academy Pathfinder and Networking projects (Armellini and Jones 2008, Salmon et al, 2008). In addition, each programme will be offered three innovative approaches, building on current research at Leicester, to meet their WB or PD challenges. These are:

1. E-books for mobility and interaction with selected writings (Irvine, 2008). To test whether remote work-based learners benefit from the latest devices for text delivery, building on the findings of the [WOLF project](#). WoLF's findings confirmed the importance of *embedding* the use of mobile devices into curriculum design through a flexible but directed approach of device usage. The evidence shows that formative assessment increased learner motivation and impacted on retention and achievement, that seamless cross-institutional access to learning platforms and encouraging use of the VLEs as personal learning environment is crucial to managing learning at a distance. Effectiveness of mobile devices depends both on the quality of outputs they generate and the extent to which they support personal reflection. WoLF also found that learning at a distance should go hand in hand with context sensitive support of learning which takes into consideration different learning locations. It is important to thus consider integration of formal and informal support mechanisms. Aspects of the above findings are captured in the [PPPET framework](#).
2. Weekly short pedagogical podcasts based on the [IMPALA](#) model – known to increase [retention and enhance student learning](#).
3. Deployment of the well-established Second Life (SL) Media Zoo for visits to other SL locations and for in-world learning collaboration. The [MOOSE](#) demonstrator project will offer DUCKLING in-world based SL student support and induction, SL moderator training for staff and models of SL-tivities and peer collaboration.

Courses	Curriculum delivery challenges applying to all	Specific curriculum delivery challenges
<b>Education</b> MA in Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages) by DL	<ul style="list-style-type: none"> <li>The alignment of curriculum design with engaging, participative curriculum WB delivery and assessment</li> <li>Active and participative engagement of time poor students</li> </ul>	<ul style="list-style-type: none"> <li>Effective online delivery of a curriculum redesigned from print-based to fully online delivery for mobile work-based language teachers around the globe</li> <li>Ensuring equity and equivalence of student experience between DL and campus provision to allow crossover options for mobile WB students</li> <li>Managing differing levels of e-literacy in staff and students</li> <li>Developing students' online competences for individual and collaborative professional learning</li> </ul>
<b>Psychology</b> MSc in Occupational Psychology (by DL) and MSc in Psychology of Work (by DL)	<ul style="list-style-type: none"> <li>Ensuring relevance and utility in diverse professional and/or work-based contexts</li> <li>Incorporating both content- and task-based approaches in WB delivery</li> </ul>	<ul style="list-style-type: none"> <li>Improving deployment of mobile tools and resources for personal learning and professional development</li> <li>Managing online activities for early engagement and developing group ethos</li> <li>Improving the delivery of online activities to meet individual and group needs</li> <li>Managing study/employment time balance</li> <li>Providing scope and space for personal and professional interests</li> <li>Staff scheduling to optimise student support and e-moderating</li> </ul>

**Table 1: Curriculum delivery issues within the demonstrator DL programmes**

	Research Questions	Sampling: Dimensions	Sampling: Temporal
<b>Focus:</b> enhancing the way students learn, while in employment, through effective technology-enhanced delivery	How appropriate are the new approaches to WB curriculum delivery in addressing the challenges  How do the 3 new learning innovations compare to the VLE delivered e-tivities approach of WB learners?  How does employer engagement contribute to improvements in the delivery of the three curricula and in student learning?	Course materials Online activities  Individual student learning experiences  Peer learning	Fortnightly key sampling and critical moments
<b>Scope:</b> three work-based Masters' programmes in Education and Psychology	How can the DUCKLING curriculum delivery methods be transferable to other modules and courses delivered at a distance for work-based learners?  What are the critical conditions for transfer, success and sustainability, and limitations to new contexts?	Assessment  Work-based impacts	
<b>Means:</b> by deploying appropriate technologies for students learning collaboratively	What are the learning technologies and tools that provide for best deployment of innovations in WB and DL pedagogy for WB and D learners?	Tutor experience Institutional outcomes  Employer feedback	

**Table 2: Research questions and approach**

Action research methodology (McNiff and Whitehead 2005, Kemmis and Taggart 2005) allows for context-specific cycles of action, data collection and analysis, reflection and planning, providing research evidence that informs teaching and learning practice in WB curriculum delivery. Student and employer feedback will drive iterative improvements to the pilot models and delivery practices (Eden & Huxham, 1996; Gill & Johnson, 1997). Data collection and analysis techniques include observation, content analysis of online activities, online questionnaires,

remote learners' virtual focus groups and analysis of students' reflective logs and portfolios, as well as the regular institutional QA feedback and processes.

Also in use is cognitive mapping, proven successful for change research across a number of UoL projects, producing models that can be transferred to other pedagogical and institutional contexts. Cognitive maps represent individual and group perceptions and issues as causal linkages, enabling analysis and comparison of multiple interacting influences upon individual and small groups, supported by the 'Decision Explorer' software (Eden & Ackermann, 1998). Special attention will be paid to the management of research ethics issues and student involvement. Expert workshops have started to support the cognitive mapping process.

#### 4. Project Outputs

**The deliverables of the DUCKLING Project are as follows:**

1. A transferable model for effective, scalable inclusive and sustainable work-distance-based curriculum delivery within a dual-mode university, with discipline-based comparisons
2. Exemplar delivery curricula for each pilot/demonstrator programme, with relevant documentation
3. An inventory of examples of technology-enhanced, re-usable and re-versionable approaches to solutions to WB delivery challenges, with associated evidence of use, to foster transferability
4. Guidelines for HE practitioners and managers for developing flexible, informed and learner-centred WB curriculum delivery processes in their contexts
5. Interim and final project reports and case studies, as required by the funder
6. A project blog + wiki + website
7. A report based on two annual benchmarking studies (2009 + 2010) involving two or more 'dual-mode' HEI' offering work-based distance learning across Europe.
8. A community of practice of work-based 'deliverers' from dual-mode UK universities

DUCKLING is currently collecting information with regard to the current practice of the existing curricula as part of the baseline data collection. The description of the current practice will be included into the interim report to JISC. Description of transformed curricula through exemplar delivery curricula and a transferable model for work-distance-based curriculum delivery will be provided in the project final report to JISC.

#### 5. Project Outcomes

**In relation to the deliverables listed above (in Section 4. Project Outputs) the envisaged outcomes of the DUCKLING project are as follows:**

1. Modelling curriculum delivery enhancement
  - a. Enhanced curriculum delivery processes to support flexible delivery meeting diverse and changing learner requirements.
  - b. Improved understanding of effective curriculum delivery for work-based learning and distance informed by all key stakeholders
2. Improved understanding of research to practice curriculum delivery processes and how they can be supported by technology to transform learning opportunities for students learning and earning and achieve strategic objectives
3. Evidence of learners achieving their goals via flexible, well designed, learners and employer informed delivery processes
4. An enhanced approach to WB curriculum delivery relevant to other subject areas, institutions and stakeholders
5. Contributions to national policy in curriculum design at pedagogic and institutional levels
6. Effective dissemination
  - a. Sector-wide dissemination of findings and engagement with key stakeholder communities.
  - b. Evidence for the value of annual DL benchmarking exercises across comparable HEIs.
7. Development in dual-mode universities of exemplary remote learning delivery
8. Sustainability and development across the sector

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
WB students learning remotely	Integral to and directly affected by DUCKLING R&D work	HIGH
Academic course teams and departments		
Employers		
DUCKLING Research Team		
Funder		
UoL's Senior Management Team	Informed by project outcomes, support and approval required, through professor's Salmon's direct involvement and through the Learning Innovation Strategy and Media Zoos.	MEDIUM
JISC community	Informed by project outcomes for dissemination, change and policy development on DL and WB learning. Professor Salmon will be giving a paper to the HE Academy Council on DL in June 09 and will incorporate DUCKLING findings to that point.	
HE sector		

**Table 3: Stakeholder analysis for the DUCKLING project**

In DUCKLING, employers' input is of high importance. We will engage employers mainly at several stages of DUCKLING project: baseline data collection, production, steering group and dissemination. We will access to employers and collect their views on current practices, ask them to identify emerging trends and comment on how technology can shape the change, as part of baseline data collection. Employers' voices will be integrated into intervention plans to inform curriculum delivery. We gain access to employers through two ways. The two course teams will establish connection for us with some employer bodies, such as the British Council and Consultancy Firms in Occupational Psychology, through their personal contacts. We will attend subject conferences, such as the IATEFL annual conference in the UK and the Psychology student and employer annual conference in Leicester. These subject conferences offer great opportunities to meet and talk to both employers and graduates. Employers will be involved in producing some material. For example, the Psychology team wanted to engage employers in producing some podcasts. Employer representatives will be involved in the project steering group which takes place every six month. We also have plans to engage employers on dissemination. This includes having employer representatives participating and presenting at BDRA's annual Learning Futures Conference in Leicester, presenting a paper at IATEFL conference 2010 and a paper at Psychology student and employer annual conference 2010.

Benchmarking with dual mode universities will also be a key feature of knowledge sharing. DUCKLING has already started forming a benchmarking club, and the University of Liverpool has agreed to be a partner. It is likely that the other one or two partners will be outside the UK including University of Southern Queensland. We will use the pick and mix methodologies and Prof Paul Bacsich has agreed to support us on the methodology. These processes will inform the action research of DUCKLING, act as a high level evaluation technique and contribute to shareable valuable outcomes.

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Mitigation (Action to Prevent/Manage Risk)
Staffing not in place at project start	1	2	2	<ul style="list-style-type: none"> <li>Key project directing/managing staff already in post</li> <li>Quick-start recruitment process on bid award</li> <li>Interim teaching/research associates available</li> </ul>
Absence, illness or loss of key staff during the project	1	1	1	<ul style="list-style-type: none"> <li>Staff available within the BDRA network</li> <li>Team-based culture with collaborative practice to share learning and knowledge</li> </ul>
Scope of project over-ambitious	1	2	2	<ul style="list-style-type: none"> <li>Strong Steering Group involvement to provide realistic and pragmatic project guidance</li> <li>Early refinement of detailed work packages in consultation with JISC as the project evolves</li> </ul>
Lack of buy-in, engagement or commitment from internal stakeholders	1	2	2	<ul style="list-style-type: none"> <li>Very high level commitment at senior levels in UoL and in exemplar DL departments</li> <li>Strategic importance of developing integrated curriculum delivery processes in dual-mode context</li> </ul>
Technology-related failures	1	2	2	<ul style="list-style-type: none"> <li>Assured high-level IT, learning design and development support available in-house</li> <li>IT Services actively involved in project and new IT strategy in implementation</li> </ul>
Low student recruitment impacts continuation and limits evaluation	2	2	4	<ul style="list-style-type: none"> <li>Close liaison with Marketing Dept re institutional, departmental and course messages to prospective students</li> </ul>
Failure to enable wider adoption and scaling-up of the technological and pedagogical models developed	2	2	4	<ul style="list-style-type: none"> <li>Key role of project champions in internalising lessons learned and facilitating dual-mode crossover benefits within their departments</li> <li>BDRA's high profile in disseminating lessons internally and externally through a range of events and media including through the Media Zoos</li> <li>Early engagement with the relevant HE communities (including JISC and HE Academy)</li> </ul>
Relevance of lessons learned to other UoL departments	2	3	6	<ul style="list-style-type: none"> <li>Institutional/departmental inertia or resistance to be addressed by internal events organised via the Teaching Enhancement Forum and through the BDRA's regular conferences and seminars</li> </ul>

**Table 4: Main project risks and their mitigation**

## 8. Standards

NA

## 9. Technical Development

DUCKLING will not engage in technical development. It will research the integration of three technologies (E-book readers, Podcasting and Second Life) into specific pedagogical contexts to meet specific challenges. The pedagogically sound integration of the three proposed technologies into the three DUCKLING programmes will help us address the general challenges (see Table 1) as summarised in Table 5.

General challenges	Technology to be researched	Desired impact
Alignment of curriculum design with engaging, participative delivery and assessment in WB contexts	Podcasting, Second Life	The DUCKLING technologies and research generate new curriculum delivery options that are consistent with each programme's pedagogical design and offer real added value to WB learners.
Engagement of time-poor students	Podcasting, e-book readers	As a result of their smart use of the DUCKLING technologies and delivery processes, these WB learners meet more learning outcomes more effectively.

Relevance and utility in diverse professional or WB contexts	Podcasting, Second Life, e-book readers	Delivery is context-sensitive and versionable. Learners benefit from its relevance and flexibility.
Incorporating content- and task-based approaches in WB_delivery	Podcasting, Second Life, e-book readers	Learners understand the importance of content as well as how they should relate it to their workplace through appropriate activities.

**Table 5: addressing the challenges through the DUCKLING technologies**

The specific challenges contained in Table 1 will be met as the action research iterations generate evidence of impact of the three DUCKLING technologies on curriculum delivery.

As planned in the DUCKLING budget, interventions are currently being supported by the Senior Learning Technologist provided by the university. The half-time DUCKLING Learning Technologist will join the team later in 2009 and will provide additional support across all courses and technologies.

### 10. Intellectual Property Rights

The University of Leicester agrees to abide by JISC's understanding of IPR as explained in paragraphs 116 and 117 of JISC Circular 8/08: JISC E-Learning Programme: Call for Projects, June 2008. The IPR of content created and technology developed as part of the project will remain with the project institution and will support repurposing under the JORUM agreement.

### Project Resources

#### 11. Project Partners

The Beyond Distance Research Alliance at UoL is leading the bid. Key internal partners are Information Technology Services (providing production support), and the Departments of Education and Psychology.

#### 12. Project Management

The **Project Team** (Table 7, below) works under the direction of Prof Gilly Salmon (Project Director), and includes a subject specialist in each department, a dedicated learning technologist and a researcher. Regular reviews are undertaken of progress, action research, deliverables and plans with reports to the Steering Group, which meets every six months. The Team meets monthly in addition to online communications via the team wiki and virtual meetings. The Team are experienced at fast and effective recruitment. In the two pilot academic departments, **the Project Champions** will be accountable jointly to the Head of Department and to the Project Director. These roles will provide discipline-specific peer guidance and mentoring and critical friend support to the departmental course teams involved, as well as support for project and sector dissemination. The **Project Steering Group** (Table 6) will include institutional, student and independent members and will meet ahead of project reporting to JISC.

Name and positions	Remit and contribution
<b>Christine Fyfe</b> , UoL Pro-Vice-Chancellor, Student Experience	<ul style="list-style-type: none"> <li>• Chair of Steering Group</li> <li>• Overall institutional direction and engagement</li> <li>• Institutional curriculum processes in all phases</li> <li>• Institutional representative of the 'student voice'</li> </ul>
<b>Prof David Hawkrige</b> Emeritus Professor, Institute of Educational Technology, The Open University and Visiting Professor, UoL	<ul style="list-style-type: none"> <li>• Academic provision, research advice and support</li> <li>• Knowledge and experience in the research and evaluation of large-scale, long-term DL educational programmes</li> </ul>
<b>New appointment</b> Pro-Vice-Chancellor - DL, UoL	<ul style="list-style-type: none"> <li>• Institutional Client for the DUCKLING project</li> <li>• Chair of UoL DL Committee</li> </ul>
<b>Dr Gary Motteram</b> Faculty of Education University of Manchester	<ul style="list-style-type: none"> <li>• Education representative</li> <li>• Expertise in English language teaching, language teacher education by DL and educational technology</li> </ul>

Name and positions	Remit and contribution
<b>Jonathan Houdmont</b> Faculty of Social Sciences, Law and Education, University of Nottingham	<ul style="list-style-type: none"> <li>• Psychology representative</li> <li>• Lecturer in Workplace Health at the Institute of Work Health and Organisations</li> </ul>
<b>Employer Member</b>	<ul style="list-style-type: none"> <li>• Employer representative</li> </ul>
<b>Professional Body Member</b>	<ul style="list-style-type: none"> <li>• Chartered Psychology representative</li> </ul>
<b>Student Member</b>	<ul style="list-style-type: none"> <li>• Student representative (current or recent WB student)</li> </ul>
<b>Funding Body Member</b>	<ul style="list-style-type: none"> <li>• Representative or nominee of JISC as the project funder</li> </ul>

**Table 6: DUCKLING Project Steering Group members**

**Members of the DUCKLING Project Team:**

Role	Person	Commitment to project	Contact details
Principal Investigator & Project Director:	Prof Gilly Salmon	Project Adviser (Course Design)	E: <a href="mailto:gks13@le.ac.uk">gks13@le.ac.uk</a> T: 0116-252-2440
Project Manager:	Mr Jaideep Mukherjee	0.20 – 24 months	E: <a href="mailto:jm118@leicester.ac.uk">jm118@leicester.ac.uk</a> T: 0116-252-2805
Project Adviser (Course Design)	Dr Alejandro Armellini	0.40 – 24 months	E: <a href="mailto:aa277@leicester.ac.uk">aa277@leicester.ac.uk</a> T: 0116-252-2768
Project Adviser (Technology)	Dr Richard Mobbs	0.05 FTE – 24 months	E: <a href="mailto:rjm1@leicester.ac.uk">rjm1@leicester.ac.uk</a> T: 0116-229-7859
Project Adviser (Pedagogic Practice)	Dr Palitha Edirisingha	Project Adviser (Course Design)	E: <a href="mailto:pe27@leicester.ac.uk">pe27@leicester.ac.uk</a> T: 0116-252-2177
Research Associate	Dr Ming Nie	1.00 FTE – 24 months	E: <a href="mailto:mn79@leicester.ac.uk">mn79@leicester.ac.uk</a> T: 0116-252-2781
Learning Technologist	New appointment, TBC	0.50 FTE – 12 months starting Nov 2009	E: TBC T: TBC
Project Champion (in Education)	Dr Pam Rogerson-Revell	0.10 FTE – 24 months	E: <a href="mailto:pmrr1@leicester.ac.uk">pmrr1@leicester.ac.uk</a> T: 0116-229-7512
Project Champion (in Occupational Psychology)	Dr Ray Randall	0.10 FTE – 24 months	E: <a href="mailto:rjr15@le.ac.uk">rjr15@le.ac.uk</a> T: 0116-223-1032
Teaching Fellow (Education)	Ms Gabi Whitthaus	0.40 FTE – 24 months	E: TBC T: TBC
Teaching Fellow (Occupational Psychology)	Ms Kelly Barklamb	0.40 FTE – 24 months	E: <a href="mailto:kb179@leicester.ac.uk">kb179@leicester.ac.uk</a> T: 0116-252-2482
Pro-Vice-Chancellor (Distance Learning),	New appointment, TBC	0.05 FTE – 24 months	E: TBC T: TBC
Director of Distance Learning Development	Helen Lentell WEF: 16 Feb 2009	0.05 FTE – 24 months	E: TBC T: TBC

**Table 7: Key members of the DUCKLING Project Team**

Any and all training needs of the project would be, in the first instance, be met through the UoL's Staff Development Unit's training provision. Additional specialist training might be sought through specialist training providers and accounted for as 'departmental development' costs.

We are currently providing a DUCKLING blog (<https://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog>). Dr Ming Nie, the Research Associate on DUCKLING is responsible for maintaining the blog on a daily basis. All project members are active contributors to the blog. A link to DUCKLING blog has been established from Circle DUCKLING Forum (<http://www.circlespace.net/forumgroup.aspx?q=5963&f=2745>).

### 13. Programme Support

DUCKLING integrates three emerging technologies into curriculum delivery: Podcasting, Second Life and E-book readers. DUCKLING directly benefits from our [podcasting projects](#): IMPALA, IMPALA 2, 3 and 4T and other podcasting projects carried out by other institutions, such as the Kingston College [KASTANET](#) project and St.

George's [G4](#) project. Our [MOOSE](#) project provides a framework and guidelines for DUCKLING on how to enhance student learning through Second Life. If our SWIFT bid is successful (currently a proposal at the 2<sup>nd</sup> stage of the NTF bidding to the Academy it will run currently with DUCKLING. The aim of SWIFT (Second World Immersive Future Teaching) is to develop and research the impact of the deployment of laboratory activities in Second Life on teaching and learning.

SWIFT is a research and development project directly benefiting student learning in biosciences and medicine, and providing exemplars for transfer to other disciplines throughout the sector. SWIFT focuses on skills related to practical, laboratory research, adopting a totally new and innovative approach, and contributing to our overall knowledge of technology-enhanced learning in this exciting, emerging area.

E-book readers present us with a number of accessibility challenges. DUCKLING will benefit from TechDis's advice on those. The UoL Library is committed to this project and will provide specific advice on IPR and copyright through its dedicated distance learning support staff. If Leicester's open educational resources bid ('OTTER') is successful, there will be useful synergies between both projects in terms of management of and institutional policy on open content.

DUCKLING technologies will benefit from JISC TechDis's advice on accessibility, together with further resources Outputs of the [DFL programme](#), [Cloudworks](#), Mapping Programme Outputs to [IMS LD report](#).

#### **14. Budget**

Please see Appendix A. Project Budget

#### ***Detailed Project Planning***

#### **15. Workpackages**

Please see Appendix B. Workpackages

## 16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Feb-March 09	Impact, success of WP 1 Impact, success of WP 2 Start, Progress of WP 3, 4			<ul style="list-style-type: none"> <li>• Successful completion and forward plans for remaining work packages</li> <li>• Successful completion of review of current processes</li> </ul>
Aug-Oct 09	Impact, success of WP 3, 4 Impact, success of WP 5, 7 (Present'n 1) Start, Progress of WP 6	<ul style="list-style-type: none"> <li>▪ Have the WPs been successfully executed?</li> <li>▪ Have the activities conducted as part of the WPs contributed to the research?</li> <li>▪ Has there been any deviation from the original project and research plans?</li> <li>▪ What are the key challenges that have been encountered? How have these challenges been resolved?</li> <li>▪ Has DUCKLING moved towards the achievement of its objectives?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing monitoring, feedback and adjustment of interventions</li> <li>▪ Assessment during project meetings</li> <li>▪ Analysis by SG</li> <li>▪ External evaluation (Glenaffric &amp; ELDDA)</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of 'Review, consult, identify and plan' phase.</li> <li>• Reporting on: <ul style="list-style-type: none"> <li>○ review of current processes and plans</li> <li>○ stakeholder consultation</li> <li>○ characterisation of changes needed</li> <li>○ planning for curriculum delivery</li> </ul> </li> <li>• Inputs into internal curriculum delivery processes</li> <li>• Ready courses for piloting</li> <li>• Ongoing dissemination</li> <li>• Successful completion of first delivery phase.</li> <li>• Capture/analysis of action research data, redeveloping delivery processes</li> <li>• Stakeholders engaged in the process</li> <li>• Ongoing dissemination</li> </ul>
Jan-March 2010	Impact, success of WP 6 (Present'n 2) Progress of WP 7 Start of WP 8			<ul style="list-style-type: none"> <li>• Successful completion of second delivery phase</li> <li>• Capture/analysis of action research data, redeveloping delivery processes</li> <li>• Stakeholders engaged in the process</li> <li>• Reporting from WPs 7 and 8.</li> <li>• Ongoing dissemination</li> </ul>
May-Aug 2010	Impact, success of WP 7 Progress of WP 8 Impact, success of WP 8, 10 Impact and success of project WP 9 = evaluation			<ul style="list-style-type: none"> <li>• Redesigning delivery process evidence in internal documents, discourses, meeting agendas</li> <li>• New courses / programmes being identified for embedding, sustainability</li> <li>• Embedding and sustainability plans identified</li> <li>• Dissemination at national and international level</li> <li>• Reporting from evaluation of the pilot phases</li> <li>• Lessons learned embedded in internal processes and discourses</li> <li>• Dissemination at national and international level</li> </ul>

**Table 8: DUCKLING Project Evaluation plan**

## 17. Quality Plan

NA - As the deliverables of the project do not include any technical developments, they will not require to be assessed for quality assurance purposes. Normal quality assurance processes for teaching on all the programmes involved is in place.

## 18. Dissemination Plan:

In Section 6 stakeholder analysis, we listed work-based students learning remotely, academic course teams and departments, employers, DUCKLING research team, and funder of high importance. Table 9 below shows how we are going to engaging them, e.g. through which dissemination routes and with what type of messages.

Timing	Dissemination Activity	Stakeholders	Purpose	Key Message
Ongoing, from Day 1	Web presence e.g. DUCKLING blog	<ul style="list-style-type: none"> <li>• WB students learning remotely</li> <li>• Academic course teams and departments</li> <li>• Employers</li> <li>• DUCKLING Research Team</li> <li>• Funder</li> </ul>	To provide public visibility and project updates	What DUCKLING is, what it does, why it is relevant, findings, models, deliverables, etc.
	Media Zoo at Leicester	<ul style="list-style-type: none"> <li>• Academic course teams and departments</li> <li>• UoL senior management</li> <li>• DUCKLING Research Team</li> <li>• Funder</li> </ul>		How the DUCKLING technologies can be used in course delivery
	Conferences, seminars and workshops, nationally and internationally including major e-learning conferences such as EDEN, ALT-C, Online Educa Berlin, and subject-specific conferences such as the IATESOL conference and the Psychology student annual conference	<ul style="list-style-type: none"> <li>• WB students learning remotely</li> <li>• Academic course teams and departments</li> <li>• Employers</li> <li>• Funder</li> </ul>	To exchange and transfer project processes and outcomes	How DUCKLING findings can contribute to the academic community and inform further research
Annually (and beyond the funded phase of the project)	Journal articles E-learning Research Observatory, JORUM and Leicester Research Archive contributions	<ul style="list-style-type: none"> <li>• WB students learning remotely</li> <li>• Academic course teams and departments</li> <li>• Employers</li> <li>• DUCKLING Research Team</li> <li>• Funder</li> </ul>	To provide research evidence in usable formats through well-established channels	
Ongoing	Participation of Project Director in HE Academy Council and Board	<ul style="list-style-type: none"> <li>• Academic course teams and departments</li> <li>• Funder</li> </ul>	To inform and shape HE policy and strategy	

**Table 9: DUCKLING Project Dissemination plan**

Additionally, the DUCKLING team will be in contact with the Psychology and the Language, Linguistics and Area Studies Subject Centres for additional dissemination channels.

### 19. Exit and Sustainability Plans:

Project Outputs	Action for Take-up & Embedding	Action for Exit
Transferable model for curriculum delivery	Research and evaluation to evidence enhancement to curriculum delivery	Publication and dissemination of results
Exemplar curricula	Internal and external evidence-based dissemination, including Carpe Diem processes and relevant academic events	New curricula documented and shared
Inventory of examples for illustration and transferability		Examples added to appropriate repositories
Guidelines for effective technology-enhanced curriculum delivery		Documentation widely disseminated through several internal and external channels
Reports		
Project blog, wiki and website	Team members encouraged to contribute on a regular basis throughout the life of the project.  Following the end of the project the blog, wiki and website will be maintained for at least 3 years	Synthesis, dissemination and publication of key points and lessons learned
Community of practice of WB 'deliverers'	Regular, effective networking within community members and across the sector	

**Table 10a: DUCKLING project exit plans**

Certain project outputs may have potential to live on after the project ends and would be taken forward in the following ways. The table (below) also lists the key issues involved in making them sustainable in the long term.

Project Outputs (see table above)	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Models	Researched for sustainability in three academic programmes over 2 years	Through further research, involving other disciplines, programmes, levels of study and technologies	(Potentially) perceived lack of interest in investing in the development of effective, technology-enhanced delivery for WB learners from some stakeholders
Exemplar curricula			
Inventory of examples			
Guidelines	Applicable to similar technology-enabled innovations for curriculum delivery in HE	Adaptation of guidelines in light of new research	
DUCKLING's web presence	Low cost, high impact	Updates to key components of website	
Community of practice	It offers clear benefit to community members in terms of WB learning	Additional projects in curriculum design and delivery for WB learners to support research into new scenarios and technologies	

**Table 10b: DUCKLING Project sustainability plans**

***Appendices:***

- 1. Appendix A. Project Budget**
- 2. Appendix B. Workpackages**
- 3. Appendix C. Research Plan**
- 4. Appendix D. References**

## Appendix A: Project Budget

Directly Incurred Staff	Aug08– Jul09	Aug09–Jul10	Aug10–Jul11	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£35,530.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£35,530.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£78,805.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£19,160.00
<b>Total Directly Incurred Staff (A)</b>	<b>£60,065.00</b>	<b>£92,400.00</b>	<b>£16,560.00</b>	<b>£169,025.00</b>
<b>Non-Staff</b>	<b>Aug08– Jul09</b>	<b>Aug09–Jul10</b>	<b>Aug10–Jul11</b>	<b>TOTAL £</b>
<b>Travel and expenses</b>				
Travel for Steering Group members (2 members for 2 visits each in Yrs 1-3)	£400.00	£600.00	£200.00	£1,200.00
Travel for project staff to programme level activity (@ £600 per calendar year)	£400.00	£600.00	£200.00	£1,200.00
<b>Hardware/software</b>				
e-books for 25 students on DL courses @£200 per unit	£5,000.00	£0.00	£0.00	£5,000.00
Second Life development costs for TwoFour Learning @ £2000 per year	£1,667.00	£2,000.00	£333.00	£4,000.00
<b>Dissemination</b>				
Online dissemination media set-up	£500.00	£0.00	£0.00	£500.00
Conference dissemination (2 staff to 2 conferences in Yrs 2 & 3)	£0.00	£1,200.00	£1,200.00	£2,400.00
<b>Evaluation</b>				
External Evaluator's fees @ £500 per day for 4 days over Yrs 1-3	£500.00	£1,000.00	£500.00	£2,000.00
Benchmarking Consultant's fees @ £500 per day for 2 days in Yrs 2 & 3	£0.00	£500.00	£500.00	£1,000.00
<b>Other</b>				
Room & refreshments for Steering Group meetings (6 meetings over 2 years)	£400.00	£600.00	£200.00	£1,200.00
CARPE DIEM training workshops for course teams (6 w/shops @ £250 each)	£500.00	£1,000.00	£0.00	£1,500.00
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£9,367.00</b>	<b>£7,500.00</b>	<b>£3,133.00</b>	<b>£20,000.00</b>
<b>Directly Incurred Total (C) (A+B=C)</b>	<b>£69,432.00</b>	<b>£99,900.00</b>	<b>£19,693.00</b>	<b>£189,025.00</b>
<b>Directly Allocated</b>	<b>Aug08– Jul09</b>	<b>Aug09–Jul10</b>	<b>Aug10–Jul11</b>	<b>TOTAL £</b>
<b>Staff</b>				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£18,700.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£41,382.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£37,034.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£10,350.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£9,350.00
TBC - [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£9,350.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	£5,175.00

5% FTE				
				£7,725.00
<b>Estates</b> - at the rate £4110 per 100% FTE (total 240%)	<i>£8,220.00</i>	<i>£9,864.00</i>	<i>£1,644.00</i>	<i>£19,728.00</i>
<b>Other</b>	£0.00	£0.00	£0.00	£0.00
<b>Directly Allocated Total (D)</b>	<b>£66,119.00</b>	<b>£79,339.00</b>	<b>£13,336.00</b>	<b>£158,794.00</b>
<b>Indirect Costs (E) - at the rate £36,710 per 100% FTE (total 240%)</b>	<b>£73,420.00</b>	<b>£88,104.00</b>	<b>£14,684.00</b>	<b>£176,208.00</b>
<b>Total Project Cost (C+D+E)</b>	<b>£206,641.00</b>	<b>£260,698.00</b>	<b>£45,998.00</b>	<b>£513,337.00</b>
<b>Amount Requested from JISC: This amount is based on the 'Directly Incurred Total' plus a contribution of £10,975.00 towards estates and indirect costs.</b>	<b>£76,129.00</b>	<b>£104,087.00</b>	<b>£19,784.00</b>	<b>£200,000.00</b>
<b>Institutional Contributions</b>	<b>£130,512.00</b>	<b>£156,611.00</b>	<b>£26,214.00</b>	<b>£313,337.00</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC %</b> 38.96	<b>Partners %</b> 61.04		<b>Total</b> 100%
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No FTEs</b>		<b>Which Staff</b>	
<b>A cumulative 2.4FTE or 240% FTE has been used to calculate estates and indirect costs.</b>	<b>2.4 FTE or 240%</b>		<b>All members of staff (directly incurred and allocated) are included in the costs.</b>	

**NB:**

**The figures in Italics (shown above) represent the Institutional contribution to the project, which over the three project 'years' amounts to £313,337.00.**



## Appendix B. WORKPACKAGES

Project start date: 1 November 2008 (Month 1)  
Project completion date: 31 October 2010 (Month 24)  
Duration: 24 months

	<i>WORKPACKAGES</i>	<i>Month</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	Project Set-up and governance		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2	Review current processes and practice				■	■	■																			
3	Consultations with stakeholders						■	■	■																	
4	Understanding and characterising changes & planning action								■	■	■															
5	Appropriate curriculum delivery, Presentation 1 (both disciplines)						■	■	■	■	■	■														
6	Optimising delivery: Appropriate curriculum delivery, Presentation 2 (both disciplines)												■	■	■	■	■	■	■	■	■	■				
7	Data analysis and modelling																					■	■	■	■	■
8	Planning for embedding & sustainability																					■	■	■	■	■
9	Project Evaluation			■	■	■						■							■						■	■
10	Dissemination		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

*NB: Boxes shaded lighter indicate continuing activity or work following initial start-up / intensive activity*

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 1: Project Set-up and governance</b>					
<b><u>Objective:</u> Completion of project start-up, establishing governance processes</b>					
1. Project set-up, recruitment, induction and training	1.11.2008	31.1.2009	All recruitment and induction completed. All project staff in post	First Project group meeting	Project Manager
2. Steering and project group meetings	1.11.2008	31.1.2009	All project related meetings (Project group and Steering group meetings scheduled)	First Steering group meeting	Project Manager
3. JISC Programme level activity and reporting to funder	1.11.2008	31.10.2010	Participation in all events under the JISC Support & Synthesis project scheduled for Year 1  <b>Project Website Template (submitted Dec 1, 2008)</b> <b>Programme Start-up meeting (attended Nov 13-14, 2008)</b> <b>Evaluation Workshop (attended Jan 15, 2008)</b> <b>Project Plan Template (submitted Feb 5, 2009)</b>	As agreed with JISC	Project Manager
<b>WORKPACKAGE 2: Review current processes and practice</b>					
<b><u>Objective:</u> Consult course teams to establish the current course delivery structures and existing approaches to online learning, teaching and assessment</b>					
4. Review existing course delivery structures	1.1.2009	31.3.2009	Clear understanding of the current course delivery structures and existing approaches to online learning, teaching and assessment		Research Associate
5. Review existing practices in online learning, teaching and assessment	1.1.2009	31.3.2009			Research Associate
6. Consult course teams and Heads of Departments and gather existing student satisfaction and progression data	1.1.2009	31.3.2009			Research Associate

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 3: Consultations with stakeholders</b>					
<b><u>Objective:</u> Engagement of key stakeholders, incl. subject and sector specialists, employers, external experts and students</b>					
7. Consult course teams, former students and potential students in recruitment	31.3.2009	31.5.2009	Clear understanding of stakeholder needs in the disciplinary contexts and pathways to achieving those.	Data collection completed	Research Associate
8. Consult students learning in different formats (i.e. on-campus and Distance Learning)	31.3.2009	31.5.2009			Research Associate
9. Consult employers (current and prospective)	31.3.2009	31.5.2009			Research Associate
<b>WORKPACKAGE 4: Understanding and characterising changes and planning action</b>					
<b><u>Objective:</u> Complete data analysis and agree action plan for innovations in curriculum delivery</b>					
10. Process data collected in WP3 and contrast with data from WP2	1.5.2009	31.7.2009		Data analysis completed	Research Associate
11. Draw up action plan for curriculum delivery innovations in coordination with course teams	1.5.2009	31.7.2009	Action plan for curriculum delivery innovations	Action plan prepared and agreed with course teams	Teaching Fellow(s)
<b>WORKPACKAGE 5: Appropriate curriculum delivery, Presentation 1 (both disciplines)</b>					
<b><u>Objective:</u> To apply the first iteration of changes to curriculum delivery in both disciplines; collect and analyse student and tutor feedback</b>					
12. Longitudinal collection of student and tutor feedback data specific to curriculum delivery	1.3.2009	31.8.2009		Data collection completed	Research Associate
13. Review, critique and adjustment of tutors' e-moderating practice, materials, e-tivities, technology choice and assessment methods	1.3.2009	31.8.2009		Analyses completed	Research Associate and Project Adviser (Course Design)
14. Analysis of cohort-specific and other contextual issues	1.3.2009	31.8.2009			Research Associate
15. Agreement and implementation of delivery changes for the next 'presentation' of the course	1.3.2009	31.8.2009	Agreement on delivery changes	Changes in next iteration	Teaching Fellow(s)

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
				agreed	
<b>WORKPACKAGE 6: Optimising delivery: Appropriate curriculum delivery, Presentation 2 (both disciplines)</b>					
<b><u>Objective:</u> To apply the second iteration of changes to curriculum delivery in both disciplines; collect and analyse student and tutor feedback</b>					
16. Integrate outputs of WP 5 into delivery	1.9.2009	1.2.2010			Teaching Fellow(s)
17. Longitudinal collection of student and tutor feedback data specific to curriculum delivery	1.9.2009	1.2.2010		Data collection completed	Research Associate
18. Review, critique and adjustment of tutors' e-moderating practice, materials, e-tivities, technology choice and assessment methods	1.9.2009	1.2.2010		Analyses completed	Research Associate and Project Adviser (Course Design)
19. Analysis of cohort-specific and other contextual issues	1.9.2009	1.2.2010			Research Associate
20. Contrast this presentation against the earlier one	1.3.2010	31.5.2010			
21. Agreement and implementation of delivery changes for future 'presentations' of the course	1.3.2010	31.5.2010	Agreement on delivery changes	Changes in next iteration agreed	Teaching Fellow(s)
<b>WORKPACKAGE 7: Data analysis and modelling</b>					
<b><u>Objective:</u> Development of appropriate models, exemplar curricula, inventories of examples and guidelines for practitioners based on analysed data.</b>					
22. Generate deliverables based on curriculum delivery	1.5.2009	30.9.2010	Outputs expected to include: <ul style="list-style-type: none"> <li>• A transferable model for effective, scalable inclusive and sustainable work-distance-based curriculum delivery within a dual-mode university, with discipline-based comparisons</li> <li>• Exemplar delivery curricula for each pilot/demonstrator programme, with relevant documentation</li> <li>• An inventory of examples of technology-enhanced, re-usable and re-versionable approaches to solutions to WB delivery challenges,</li> </ul>	Proposed outputs ready for dissemination.	Project Team

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
			with associated evidence of use, to foster transferability <ul style="list-style-type: none"> <li>Guidelines for HE practitioners and managers for developing flexible, informed and learner-centred WB curriculum delivery processes in their contexts</li> </ul>		
<b>WORKPACKAGE 8: Planning for embedding and sustainability</b>					
<b><u>Objective:</u></b>					
23. Embed results into each redesigned curriculum	1.3.2010	30.9.2010			Teaching Fellow(s)
24. Plan the transfer of outputs to other programmes, disciplines and contexts	1.3.2010	30.9.2010			Project Adviser (Course Design)
<b>WORKPACKAGE 9: Project Evaluation</b>					
<b><u>Objective:</u> Assess the project's outputs and deliverables against projections made in the bid for measures of success, as well as 'value for money'.</b>					
25. External evaluation (4 evaluation visits over 24 months)	1.12.2008	31.10.2010	<b>2 reports per project-year based on the 6-stage model (Glenafric)</b>	6-monthly evaluation visits followed by reports.	Project Manager
26. Benchmarking of institutional Work-based learning and Distance Learning activity	1.11.2009	31.10.2010	<b>Report on Benchmarking of UoL's WBL and DL provision</b>	Data collected and analysed	Project Manager

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 10: Dissemination</b>					
<b>Objective: Achieve far reaching dissemination via a blend of face-to-face events and online vehicles, the target groups for which include academics, practitioners, learning technologists, managers, administrators in HE and FE, and especially focus on HEIs offering or considering DL and / or work-based learning as part of their offering.</b>					
27. Project website, blog and wiki	1.11.2008	31.10.2013	Provide public visibility and project updates, which is maintained for at least 5 years		Project team
28. Dissemination via UoL Media Zoo	1.11.2008	31.10.2010	Enable exchange and transfer of processes and outcomes both internally to UoL and externally to the sector.		Project Director and Media Zoo-keeper
29. Events (seminars, workshops and conference) at BDRA and at other participating UoL departments	1.11.2009	31.10.2012	Disseminate academic outputs via w/shops, symposia, papers & posters		Project team
30. JISC and HE Academy programme of events, incl. the Curriculum Design Support & Synthesis project	1.11.2008	31.10.2010	Disseminate outputs via w/shops, symposia, papers & posters		Project team
31. Contributions to discipline-specific (Education & Psychology) conferences	1.11.2009	31.10.2012	Disseminate academic outputs via w/shops, symposia, papers & posters		Departmental teams
32. Contributions to e-learning conferences nationally and internationally (e.g. ALT-C, EDEN, OnlineEduca Berlin)	1.11.2009	31.10.2012	Disseminate academic outputs via keynote speeches, w/shops, symposia, papers & posters		Project team
33. DUCKLING employers and professional body fora & events	1.11.2009	31.10.2012	Disseminate academic outputs via w/shops, articles, papers & posters		Project team
34. Publication in peer-reviewed e-learning journals (incl. ALT-J, BJET) and discipline-specific areas from the pilots	1.11.2009	31.10.2012	At least 3 articles per year		Project team
35. Open-resource sharing via JORUM	1.11.2009	31.10.2012	Models and other project outputs to be added to JORUM		Project team
36. Contributions to Leicester Research Archive (LRA) - <a href="http://www.le.ac.uk/lra">www.le.ac.uk/lra</a>	1.11.2009	31.10.2012	Suitable material to be lodged in LRA to provide long-term accessibility		Project team
37. Contributions to HE Academy's E-learning Research Observatory	1.11.2009	31.10.2012	Models and other project outputs to be contributed to HEA-ELRO		Project team

## Appendix C: DUCKLING Research plan

Research activities	Dates	Data collection	Analysis	Outputs
<b>WP1 – Set up and governance</b> 1. Project set-up 2. Steering and project group meetings	Nov 2008-Jan 2009			1. Recruitment, induction and training completed 2. Steering group (every 6 months) and project meetings (every month) set up
<b>WP2 – Review current practice</b> 1. Consult course teams 2. Gather existing student satisfaction and progression data; cost for printing and delivering material 3. Training course teams in 3 technologies	Jan - Mar 2009	1. Interviews with course teams 2. Gather student satisfaction data through Blackboard survey 3. Gather student progression data and cost for material from existing documents	Conventional qualitative data analysis & cognitive mapping  Descriptive statistics on student satisfaction	1. A report to: <ul style="list-style-type: none"> <li>Review current practice</li> <li>Identify challenges faced by course teams</li> </ul> 2. A record of student satisfaction, progression and cost for material 3. Course teams trained and needs identified 1 <sup>st</sup> intervention to incorporate the new DUCKLING technologies designed, agreed and implemented
<b>WP3 - Consultations with stakeholders</b> 1. Existing and recently graduated students 2. Employers	Mar-May 2009	1. Interviews with existing and recently graduated students, and employers to gather their views on learning experience and expectations	Conventional qualitative data analysis & cognitive mapping	A report to: <ul style="list-style-type: none"> <li>Identify areas where the use of the 3 technologies can enhance curriculum delivery</li> <li>Gather views and expectations from students and employers on course delivery</li> </ul>
<b>WP4 –Compare and contrast evidence from WP2 &amp; WP3</b>	May - July 2009	1. Further consultation with stakeholders may be needed to fill the gaps in evidence	Conventional qualitative data analysis & cognitive mapping	A report to: <ul style="list-style-type: none"> <li>Highlight the gap between current practice and expectations from students &amp; employers</li> <li>Illustrate areas where the use of the 3 technologies can meet stakeholders' expectations</li> </ul> 2 <sup>nd</sup> intervention plan designed
<b>WP5 – Appropriate curriculum delivery, Presentation 1</b> • Longitudinal collection of student and tutor feedback specific to curriculum delivery	Mar-Aug 2009	Informal data collection through observation of student engagement with online activities; participation in & observation activities in SL  Informal information exchange with course teams to find out what are the key issues  Formal data collection through interviews or Blackboard survey with students to find out their learning experience of the new	Analysis the observation notes  Conventional qualitative data analysis & cognitive mapping  Descriptive statistics	A report to: <ul style="list-style-type: none"> <li>Keep a record of key issues</li> <li>Record student learning experience with the 3 technologies</li> <li>Synthesise student and tutor feedback on new curriculum delivery</li> <li>Highlight cohort-specific and other contextual issues</li> </ul> 2 <sup>nd</sup> intervention (to be implemented in Sep-Oct 2009) designed and agreed

<b>WP6 – Optimising delivery: Appropriate curriculum delivery, Presentation 2</b> <ul style="list-style-type: none"> <li>• Longitudinal collection of student and tutor feedback specific to curriculum delivery</li> <li>• Contrast Presentation 2 with Presentation 1</li> </ul>	curriculum delivery process		
		Informal data collection through observation student engagement with online activities; participation in & observation activities in SL	Analysis of observation notes
	Sep 2009- Feb 2010	Informal exchange with course teams to identify key issues	Conventional qualitative data analysis & cognitive mapping
	Mar-May 2010	Formal data collection through personal interviews or Blackboard survey with students to find out about their learning experience through enhanced curriculum delivery	Descriptive statistics
<b>WP7 – Data analysis and modelling</b> <ul style="list-style-type: none"> <li>• Generation of deliverables on curriculum delivery</li> </ul>	May – Sep 2010	Write-up	Deliverables: <ul style="list-style-type: none"> <li>• Transferable model</li> <li>• Exemplar delivery curricula</li> <li>• An inventory of examples of technology-enhanced, reusable and re-versionable approaches to WB delivery</li> <li>• Guidelines for HE</li> <li>• Publications</li> <li>• Reports to funder and to inform the community of practice of WB deliverers</li> </ul>

Entries to the project blog will be made throughout.

## Appendix D: References

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