

Project Acronym: ISCC  
 Version: 1.0  
 Contact: Bob Fields  
 Date:



Project Information			
Project Acronym	ISCC		
Project Title	Information Spaces for Collaborative Creativity		
Start Date	1 November 2008	End Date	31 October 2010
Lead Institution	Middlesex University		
Project Director	Martin Loomes		
Project Manager & contact details	Bob Fields Interaction Design Centre School of Engineering and Information Sciences Middlesex University The Burroughs, London, NW4 4BG, UK <a href="mailto:b.fields@mdx.ac.uk">b.fields@mdx.ac.uk</a> <a href="http://www.cs.mdx.ac.uk/staffpages/bobf">http://www.cs.mdx.ac.uk/staffpages/bobf</a> +44 (0)20 8411 2272		
Partner Institutions	City University		
Project Web URL	<a href="http://idc.mdx.ac.uk/iscc">http://idc.mdx.ac.uk/iscc</a> [ not yet active ]		
Programme Name (and number)	<i>Curriculum Delivery</i>		
Programme Manager	Lisa Gray		

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Document History		
Version	Date	Comments

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## **JISC Project Plan**

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

#### **1. Background**

This project will address a recurrent problem in design education: that students are sometimes disengaged from key 'creative conversations' and that this problem can be exacerbated by learning technologies present in the classroom or the students' wider networked world. The project will deploy trial 'information spaces' that will provide learners with the appropriate artefacts and modes of interacting with a learning situation, and with their peers and tutors, to enable them to engage more flexibly and effectively in conversations characterised by innovation and reflective, critical thinking. Key technological components of the proposal will be the management and display of design information and critical feedback across a range of appropriate display surfaces; the capture in appropriate media - audio, video, still images - of significant design information; and the ability to replay, annotate and reflect upon such captured content.

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

The aim of this project is to investigate the ways that technology can support and enhance, rather than stifle and discourage the kind of creative conversations that are so important in both to both the practice of design and the delivery of the curriculum in design and related disciplines.

Specific objectives of the project are to prototype technological interventions in learning situations that support

**Productive conversations** - that is, conversations where participants are engaged and creative, leading to better products of the design process, as well as students who are better able to better prepared to participate in innovative 'design thinking'.

**Engaged participants** in learning sessions that are not based around the delivery of knowledge to students, but around productive engagement by all participants, staff and students. For instance, rather than a student reporting to the group about their design work, it is desirable to encourage engagement in a group conversation around an emerging design project.

**Wider impact, uptake and sustainability** - so that the intervention developed and evaluated in this project are seen, by students and other stakeholders, as having value, leading to positive student responses and a desire by students and staff to employ the innovations beyond the lifetime and scope of the current project, apply the methods and ideas in other disciplines, and explore the scalability of the approach to different learning environments.

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The project will configure and evaluate:

- Novel learning spaces that support flexible, multi-modal face-to-face interaction and dialogue to enhance collaborative and creative activity in the context of delivering a design curriculum.
- Technologies to allow learners to work and learn flexibly using a range of display surfaces and interaction technologies suitable for engagement in exploratory design thinking. In the scenarios of interest, the participants are able to take a snapshot of activities taking place in one space (the table) and render them visible in another (the wall) as a record that can be referred to later on in the conversation (when the state of the table surface will have changed).
- Tools to allow learners to capture using a range of appropriate media (audio, video, still photography) the events, artefacts and conversations that take place in a design session. A common problem is that learners need to take something away from a session in order to reflect and contemplate it at a more relaxed pace. Note-taking is the traditional means of doing this, but in a fast-paced session that makes use of many visual media, this is often inadequate.
- Support for reflection and review during and after design sessions. This will use captured data and to allow students to gain feedback and formative comments that are both relevant and timely allowing the conversation to extend in time, supporting the ability to engage and reflect to extend in space beyond the classroom or studio.

### 3. Overall Approach

The configuration of prototype deployments in this project will adopt a strongly user-centred approach, emphasising the engagement of users and other stakeholders in design. Such an approach is entirely in keeping with the research philosophy shared by the Interaction Design Centre and the Centre for HCI design. The team has extensive experience in working on design projects where stakeholders and users actively participate in the design and innovation process. Cornerstones of this approach will be:

**User participation:** The project team has a commitment to involving users (principally students, though academic staff are also important stakeholders in the process) in a central way in the planning of new delivery technologies.<sup>10</sup> This means more than a simple analysis of 'user needs' early in the project or user testing later on, but a continual and ongoing engagement of users in key design-decision making processes. This could, for instance, be accomplished by allowing students to contribute to innovations as part of their studies.

**Research grounding:** Where appropriate, design decisions will be drawn upon state-of-the-art research in relevant fields including Interaction Design, Computer Supported Cooperative Work and relevant pedagogical research. For example, we anticipate theories of teaching and learning may need modification and re-purposing in order to continue to inform practice.

**Iterative design:** Key to a truly user centred approach to design is an iterative process that involves cycles of

user research in order to better understand users and the settings they inhabit;

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experience prototyping, employing appropriate prototyping technologies to explore and envision novel user experiences; and

evaluation, where the fit of an emerging solution to the needs and capabilities of users and the opportunities afforded by the context are assessed.

#### 4. Project Outputs

The deliverable documents that will be produced by the project are:

**Deliverable D1: Descriptions of delivery and support** for interaction design and related areas of curriculum. This report will make comparisons with current practice in the delivery of such curriculum and will present a detailed rationale for the innovations that are being trialled as responses to the challenges identified above. The report will include

- Description of current practice
- Review / survey of state of the art and background influences
- Description of initial prototypes and early technology trials

**Deliverable D2: Case study** detailing the deployment of Information Space technologies for the delivery of curriculum at Middlesex and City, refined on the basis of explorations with initial prototypes, as described in D1. The report will include

- Descriptions of the technological configurations used as well as any novel software developed.

**Deliverable D3: Evaluation** report, reflecting on the issue encountered and articulating what has been learnt through carrying out the project and what future questions need to be explored. While detailed quantitative comparisons of 'before and after' scenarios will not be possible for several reasons, the baseline understanding developed in D1 will provide an important point of comparison for the reflections in this deliverable.

**Deliverable D4: Guidance** for other institutions or curriculum areas seeking to deploy Creative Information Space technologies (e.g. more traditional areas of computer science like computer programming).

**Deliverable D5: Six-monthly interim reports, and a final report.**

In addition to these formal deliverables, the project will generate knowledge and practice in a number of related areas:

- Understanding of the types, patterns and functions of conversation in crit-style design learning
- Understanding of the relationships between technology and effective creative conversation
- Understanding of the process of reflection on crit-based learning and the opportunities for technological support for effective reflection
- Guidance and advice for implementing the innovations trialled here in other contexts.

The main objective of the project is not to develop software or other technical deliverables, rather the focus is the trial deployment and evaluation of combinations of pre-existing technology. However, if it becomes necessary to develop some software components, then these will be made available to the wider community.

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## 5. Project Outcomes

- An understanding of how technology can be deployed more effectively, to foster better, more effective design conversations
- A situation where students from non-design disciplines (e.g. computer science) are more easily able to make a transition to a design subject such as interaction design
- A collection of knowledge and other resources that allow more effective reflection-in-action and subsequent reflection-on-action.
- A set of practices that can be applied in teaching in other disciplines, departments, or institutions

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Students - on one of the 'case study' programmes	Principal users of the innovations, whose learning environment will be enhanced; greater ability to record and reflect on learning. 'Better' design conversations enhancing designed products and learning experience.  Design will be a more collaborative process in which staff and peers can have a creative input into the work of individual students	High
Graduates of 'case study' programmes	Graduates may wish some or all of the content accumulated by them and about their project work in the form of blogs, podcasts, and so on, to be available on a longer term basis. This could, for example, allow graduates to have an online portfolio to show to potential employers, or could provide a bridge for students who want to continue project work into further postgraduate research.	Low
Students on other programmes	Some of the approaches trialled here may be rolled out to other programmes, for instance computer programming, offering a novel learning environment.	Medium
Internal (MDX/City) academic staff on case study programmes	Staff on programmes will gain greater insights into the students' out-of-class activities.	High
Internal academic staff not on case study programme	Interest in novel teaching technologies that promotes a more conversational and exploratory style of learning.  Will benefit from support of project staff.	Medium
External academic staff	Interest in novel teaching technologies that promotes a more conversational and	Medium

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	exploratory style of learning. Little support from project staff, but some elements of the approach being trialled here will be relatively easy for others to experiment with in the short term. Deliverable D3 & D4 will help understanding the costs, benefits, and practicalities of adopting the approach of this project..	
School senior management	Innovation in curriculum delivery in the school; demonstrable innovation that can be used on open days and for marketing.	Medium
Employers	Interest in graduates better prepared for a collaborative style of working.  If projects are 'sponsored' by commercial organisations, sponsors may be able to participate in crit sessions.  Student project blogs could provide a longer-term portfolio for graduates that would be of interest to potential employers.	Low
JISC	Dissemination of project findings and guidance among JISC community.	High

## 7. Risk Analysis

Risk	Prob (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Availability of team for meetings	3	2	6	Early continual planning. Use of collaborative technologies such as Huddle, Skype etc.
Loss of key personnel	2	2	4	The project team has strength in depth and full institutional support.
Inability to recruit staff	2	4	8	Though recent experience suggests a good supply of applicants for technical posts, existing research staff would be able to conduct early work until suitable staff recruited.
Methodological framework is inadequate.	2	3	6	Framework will be reviewed and refined iteratively during early stages of project. Much of the methodology has been widely documented in the literature and deployed successfully on previous projects

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Technical problems in system integration and implementation more difficult than anticipated	2	4	8	Members of the project team possess significant software development and technical skills, and are supported by excellent technical support staff.
Lack of engagement with technologies - by students and staff	1	4	4	A conversational, crit-based approach is firmly embedded in the programme, and well established in the field. Experience in the early part of the project suggests that the trial technologies facilitate rather than hinder the crit. Refinements are being explored to better manage students' engagement in the crit. For instance, better time management during a crit seems to both save time and encourage students to engage at appropriate junctures.

## 8. Standards

As the aim of this project is primarily not to develop new software, the emphasis will be on using products that are widely, in many cases commercially, available. Interoperability will be an issue that will help to determine the selection of software products. A number of standards are applicable and will be followed.

Content captured during crit sessions will be made available via web sites and blogs, so relevant web standards will be adhered to (in particular HTML, CSS, and so on).

The infrastructure supporting the capture and delivery of sessions will make use of Apple's MacOSX Server software and the Podcast Producer software. The Podcast Producer framework includes many aids to cross-platform compatibility, including the encoding of captured video in a variety of standard formats, for playback on a range of different devices (e.g. mpeg-4, etc).

When outputs of the project are disseminated, the appropriate Rights Standards will be consulted (for instance, Creative Commons gives us a useful framework for licensing the use of IP).

## 9. Technical Development

The overall technical strategy is to use the Apple MacOSX Server platform and a number of the tools that come with it.

- Apple's Podcast Producer framework will provide the core tools for capturing crit sessions and preparing the recordings for delivery over the web.
- MacOSX web server tools provide a flexible platform for deploying web applications that initially will be simple web sites, blogs and wikis.

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As the project progresses we will investigate the feasibility of including third party software components, for instance, to allow more sophisticated ways of annotating podcast recordings. Initial investigations suggest the server framework is sufficiently open and flexible to make this a realistic possibility.

## 10. Intellectual Property Rights

The intellectual property generated by each of the project partners as part of the project will remain the property of that partner, but will be made available for use by the wider community.

Deliverables D1-D4 will be made available for use by the wider community through the project web site.

Any code produced will be published via the project website and made available under an appropriate open source agreement and may be used within any educational establishment as per the terms and conditions of JISC grants. Middlesex University and its partners will retain shared IPR on project outcomes confirmed via a Consortium agreement for defining IPR arrangements.

## Project Resources

### 11. Project Partners

Middlesex University, lead partner. Main Contact: Bob Fields b.fields@mdx.ac.uk

City University, subcontractor. Main Contact: Sara Jones saraj@soi.city.ac.uk.

### 12. Project Management

Project will be supervised on a day-to-day basis by Bob Fields and Andy Bardill at Middlesex, and Sara Jones and Panayiotis Zaphiris at City, who will all be closely involved with the development and research work of the project. Overall project management and coordination will be the responsibility of Bob Fields. Regular meetings between core Middlesex and City staff, roughly every 2 weeks, will monitor progress and ensure the partners are working together effectively.

A key tool for coordinating the work of the project will be a website with blog and wiki areas. This will allow practical information to be shared and will form an ongoing repository for reflections of the project team. The site will be hosted at Middlesex and will be accessible by all team members. While all team members will be able to view and post to the blog and wiki, the project manager will undertake to make regular postings as part of the project management activity.

Steering group meetings will take place every 6 months and will oversee the general direction of the project.

	Role	Contact
Bob Fields (Middlesex)	Project manager	<i>Interaction Design Centre, School of Engineering and Information Sciences, Middlesex University; tel 020 8411 2272; email: b.fields@mdx.ac.uk</i>
Andy Bardill	Leading prototype	Middlesex University; School of

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(Middlesex)	development and evaluation	Engineering and Information Sciences, tel: 020 8411 5000, email: a.bardill@mdx.ac.uk
Balbir Barn (Middlesex)	Management and steering group	<i>Middlesex University; School of Engineering and Information Sciences, tel: 020 8411 5000, email: B.Barn@mdx.ac.uk</i>
Martin Loomes (Middlesex)	Project director	<i>Middlesex University; School of Engineering and Information Sciences, tel: 020 8411 5000, email: M.Loomes@mdx.ac.uk</i>
Sara Jones (City)	Prototype development and evaluation	City University, Centre for HCI Design, tel: 0 20 7040 8326, email: saraj@soi.city.ac.uk
Panayiotis Zaphiris (City)	Prototype development and evaluation	City University, Centre for HCI Design, tel: 0 20 7040 8168, email: zaphiri@soi.city.ac.uk
Researcher (Middlesex)	Implementation and evaluation	
Researcher (City)	Implementation and evaluation	

Project manager (Bob Fields) to spend 40% of time on project, to be supported by colleagues (Balbir Barn and Martin Loomes) with significant project management experience.

No training needs have been identified for the project.

### 13. Programme Support

No requirement identified.

### 14. Budget

See Appendix A for the project budget details.

The only significant change since the original proposal has been a reduction in the equipment spend. Following discussions with the programme manager, it was decided to reduce the equipment component from £10,000 to £5,000. The original budget contained £5,000 for the purchase of a server computer, and Middlesex is able to provide a suitable computer. This will allow us to increase by £5,000 the staff budget.

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

### 15. Workpackages

See Appendix B for the work package details.

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## 16. Evaluation Plan

As noted in the JISC Project Management Guidelines, a useful distinction between formative and summative evaluation is often made. In this project a key element of the development will be continual formative assessment of both technological innovations and transformations of pedagogy and curriculum delivery as part of an iterative design approach.

The JISC InfoNET document “Exploring Tangible Benefits of e-Learning” lays out a space of different kinds of projects. At one end of a continuum are those that are well defined and will be evaluated according to quantitative measures of how successfully they have automated processes to produce a return on investment. At the other end of the spectrum is the “R+D Zone” in which projects are more speculative, and in which achievements will most appropriately be evaluated in a more qualitative manner. It is in this more exploratory region of the spectrum that the ISCC project is located, and the most appropriate evaluation tools are more likely to be qualitative rather than quantitative for two compelling reasons:

- Small-scale trials - hard to make meaningful measurements
- No established baseline - the programmes and areas of curriculum in which we are working are quite new and lack established ways of working, and are thus evolving independently of this project. For instance, some of the interventions have already been tried in early prototype form prior to this project. Therefore attributing measurable differences to the interventions of this project would be problematic.

That said, the evaluation methodology will aim to make comparisons at different stages of intervention, in particular trying to account for observed differences between the first and second years of the project.

The Initial prototyping and exploration activity (WP2) will allow us to establish an understanding of practice in the first year of the project that will be documented in Deliverable D1. This will both inform the subsequent design of the information space and will also serve as a baseline from which the impact of more comprehensive interventions in year 2 can be assessed.

Not only is it difficult to make meaningful quantitative before-and-after comparisons, the factors and dimensions that should form the basis of evaluation are also uncertain. This fact is reflected in WP4 (Evaluation Strategy) whose function it is to explore, on the basis of understandings developed in the first year of the project, dimensions of evaluation, and the methods through which evaluation in year 2 will be conducted.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
	Productive conversations	Do interventions stimulate creative conversation? Does conversation continue outside class? Do students develop, in terms of their ability to	Observation of in-class sessions; analysis of video recordings Analysis of web logs Longitudinal	Conversations genuinely participatory and inclusive. Technology is an enabler rather than a distraction.

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		participate in design thinking?	study of students over a year	Student contribution and participation evolves
	Engaged participants	Do students engage in crits of others?  Do students, given the choice, use elements of the technology?	Analysis of in-class observations and video data  Interviews with students; focus groups	High degree of interactivity in design discussions.  Students adopt technology.
	Wider impact, uptake and sustainability	Can innovations be used in different subject areas?  Can innovations scale to larger class sizes?	Comparisons between City and MDX case studies  Exploration of other subject areas - e.g. computer programming	Innovations perceived as valuable to stakeholders - especially staff on programmes nor part of project case study

## 17. Quality Plan

Output	<b>Deliverable D1: Descriptions of delivery and support</b>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Completeness of literature review	Team review			
	Rigour of research into impact of early interventions	Team review; triangulation between alternative data sources (e.g. video, participant observation, interview)			

Output	<b>Deliverable D2: Case study</b>
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Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Quality of software / hardware developed or configured	Usability evaluation methods; Appropriate software engineering methods	Successful usability trials; usability problems at acceptable level; successful completion of software tests		

Output	<b>Deliverable D3: Evaluation</b>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Appropriateness of evaluation approach	Team review			

Output	<b>Deliverable D4: Guidance</b>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Utility of guidance	Review by external academics / JISC stakeholders.			

## 18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Jan 2009	Internal news - research group web site, university news	Internal stakeholders	Raise awareness among a wide range of	Awareness of project

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	site		internal people	
April 2009 onwards	Internal 'show and tell' session	Interested academics & management in school / institution	Expose ideas of project to those who may become stakeholders	Applicability in other areas
Sept 2009 onwards	Conference (e.g. HCI2010) / journal (e.g. IJHCI) publications	Academics across a broad community	Disseminate findings and advice	Awareness of project approach
	Project deliverables	Internal and external stakeholders	Disseminate findings and advice	Research findings
Sept 2009 & 2010	Workshop at a relevant conference: HCI2009 and HCI2010	Academics across a focused community	Disseminate findings and advice among a small group from whom feedback and engagement can be expected.	Awareness of project approach and research findings
Continuous	Web site and blogs	Interested parties, especially in other institutions		

## 19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Research findings	Published on web site	Web site maintained beyond project end (at least 3 years)
Prototype information spaces	Demonstrate to internal stakeholders Investigate embedding in other programmes	Organise end-of-project event.
Guidance & lessons	Publish on web site and deliver at conference / workshop / JISC meetings	

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Project web site - live for 3 years after project.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Prototype systems and environments	Information space concepts closely match delivery mechanisms of case study programmes	Continued use in case study programmes; wider application in other courses.	Maintenance and support
Guidance for application in other disciplines / institutions		Available on project web site. Need for blog or similar forum so that a community can form around project documents.	Support for set-up Understanding which are key elements of technological set-up







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## Appendix B. Workpackages

WORKPACKAGES \ Months	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: State of the art review	█	█	█	█																				
2: Initial prototypes & explorations			█	█	█	█																		
3: User needs analysis						█	█	█																
4: Evaluation strategy									█	█														
5: Display & Capture prototypes										█	█													
6: Delivery & playback technologies											█	█												
7: Annotation and reflection tools												█	█											
8: Evaluation										█	█	█	█	█	█	█	█	█	█	█				
9: Consolidation																			█	█	█	█		
10: Dissemination	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
11: Management	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Deliverables										D1					D2					D3			D4	

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Workpackage	Earliest start date (project month)	Latest completion date (project month)	Outputs	Milestone	Responsibility
<b>YEAR 1</b>					
<b>WORKPACKAGE 1: State of the art and current practice review</b>  <u>Objective:</u> Review contemporary research and practice in the field, and benchmark current delivery modes in the Interaction Design / HCI area at Middlesex, City and in the wider community	M1	M5			
Literature review: Creativity					SJ
Literature review: Design					AB
Literature review: tables and surfaces					BF/AB
Observation of existing practice in related fields (e.g. HCI, graphic design, fine art, product design)			Analysis of video data collected in class during		BF/AB/SJ/PZ
<b>WORKPACKAGE 2: Initial prototypes and explorations</b>	M3	M7			

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<p><u>Objective:</u> prototyping using off-the-shelf software and hardware technology, configured to support initial in-class explorations. The purpose will be shape and inform the analysis of user needs in a way that is grounded in a solid understanding of the practices of teachers and learners and to explore initial design ideas and provide a baseline description of practice for later evaluation.</p>					
<p>In-class prototypes of workspaces - MDX. Based on MSc Interaction Design programme. Around 6-10 students</p>			<p>Description of prototype setup in lab Description of 'current practice' with initial prototype platforms</p>		<p>BF / AB</p>
<p>Larger group explorations - City Based on MSc Human Centred Systems with 15-20 students.</p>			<p>Description of prototype setup in lab Description of 'current practice' with initial prototype platforms</p>		<p>PZ / SJ</p>
<p>Capture and playback explorations - MDX</p>					<p>BF / AB</p>
<p>Document literature review, current practice, and initial interventions</p>			<p><b>Deliverable D1: Descriptions of delivery and support</b></p>		
<p>WORKPACKAGE 3: User needs analysis</p> <p><u>Objective:</u> Captures the contexts in which innovative information spaces will be employed. The analysis of needs will be developed and presented through a series of personas and usage scenarios that capture contexts and activities of users.</p>					

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Analysis of data collected					
Identification and documentation of personas and scenarios			Scenarios and user needs document		
WORKPACKAGE 4: Evaluation strategy					
<u>Objective:</u> Defines criteria and methodology for assessing subsequent work.					
Identify dimensions for evaluation					
Define evaluation methodology			Evaluation strategy document		
WORKPACKAGE 5: Display, Capture and Recording prototypes					
<u>Objective:</u> Configuration of display/interaction technologies, possibly including traditional projection, or interactive table surfaces, along with the ability to capture activities).					
Choose appropriate display, interaction and capture technologies for the next phase of prototyping, using MDX/City sites for comparison					BF/AB/MRA

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Design & prototype display, capture, recording configurations - MDX					
Design & prototype display, capture, recording configurations - City					
YEAR 2					
WORKPACKAGE 6: WP6: Delivery and playback technologies  <u>Objective:</u> Provision of online access to captured resources. This work will, as far as possible make use of established web server and related technologies to allow access via a range of different platforms, ranging from standard web access to mobile or handheld devices.					
Design & prototype playback & Delivery - MDX					
Design & prototype playback & Delivery - City					
WORKPACKAGE 7: Annotation and reflection tools  <u>Objective:</u> Building on the work of WP6, deploy appropriate, available web-based tools to allow the addition of annotations to recorded media					

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and the creation of links between different digital assets. It is expected that this will go beyond traditional wiki/blog-style tools					
Design prototype annotation tools					
Implementation					MRA
Documentation of technical infrastructure and its deployment in class			D2: Case study		
WORKPACKAGE 8: Evaluation  <u>Objective:</u> While ongoing formative evaluation is central to the design philosophy underpinning this project, the prototypes developed will be also evaluated more summatively according to the strategy devised in WP4.					
Plan data collection in detail			Data collection strategy		
Conduct evaluation and analyse data					
Produce evaluation report			Deliverable D3: Evaluation report		BF / SJ
WORKPACKAGE 9: Consolidation					

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<p><u>Objective:</u> This activity will collect together lessons developed throughout the project (especially in WPs 5, 6, 7 and 8) in order to produce a framework comprising software and methodological guidance that can be disseminated and re-used in other institutions</p>					
Collect lessons for practice and scope for scalability					
Identification of opportunities for applicability to other domains and situations					
Write deliverable report			<b>Deliverable D4: Guidance</b>		
<p>WORKPACKAGE 10: Dissemination</p> <p><u>Objective:</u> This ongoing activity will disseminate the results of the project through appropriate channels to the wider community through a dedicated project web site and publication and presentation at appropriate conferences and workshops.</p>					
Writing papers					
Organising workshops (e.g. at the British HCI conference)					

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WORKPACKAGE 11: Management					
<u>Objective:</u> Management of the project and production of the interim and final reports.					
Update Web site and blog	M1	M24	Blog kept up to date with news and reflections for use by project team.		BF
Produce 6-monthly interim reports					BF
Produce final report			<b>Deliverable D5: Six-monthly interim reports, and a final report.</b>		BF

Members of Project Team:

*AB - Andy Bardill*

*BB - Balbir Barn*

*BF - Bob Fields*

*ML - Martin Loomes*

*PZ - Panayiotis Zaphiris*

*SJ - Sara Jones*

*CRA - City RA - to be appointed*

*MRA - Middlesex RA - to be appointed*