

Transforming Curriculum Delivery through Technology

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■ Circular 08/08

- Introduction (paragraphs 1-12)
- Call 1: Transforming Curriculum Delivery Through Technology (paragraphs 13 – 48)
- General information related to all projects (paragraphs 102 – 136)
- Appendices A, B, C and D

■ Briefing paper

■ Differences between this call and the Curriculum Design call (05/08)

■ All available from:

www.jisc.ac.uk/fundingopportunities/funding_calls/2008/06/circular808.aspx

- HE institutions funded via HEFCE and HEFCW
- FE institutions that teach HE to more than 400 FTEs, provided proposals demonstrate how the work supports HE provision
- FE institutions (including those with fewer than 400 FTEs) may bid against funds for two projects to be provided by Becta. The proposals must demonstrate how the work supports FE provision
- May be from single institutions or consortia
 - Only the lead partner has to meet the criteria above

- Between between 10 - 14 projects including two focusing on FE (Becta funded)
- Projects should last up to 2 years starting in October 2008
- A budget of up to £200,000 per project is available



■ Learning and teaching practice:

- Flexible and learner-defined curricula
- Meeting diverse and changing learner needs
- Supporting effective learners and workers
 - Learners have access to curriculum resources....that allow them to fit learning into their lives
 - Learners developing skills and attributes to become effective, reflective, and self-aware lifelong learners
 - Tools to support them in researching information, discussing, constructing and testing knowledge and building skills
- Diagnostic and formative as well as summative assessment feedback which meets learner, staff and employer needs
- Supporting access to information about learners individual requirements
 - Learners are offered personal challenge and support where appropriate

■ **Technology (and information systems and structure):**

- Is appropriately supporting well-understood curriculum delivery and support processes
- Enables outputs of the learning process to be captured by systems relating to learners' progression and reflection
- Enables learning resources to be accessed easily, flexibly and dynamically
- Is interoperable and standards based to support data flows
 - E.g. tracking of progress used to identify students in need of extra support
- Supports the core technologies required by learners to access in learning opportunities
 - and enables learners to make use of their own personal technologies to support their learning

- Strategies and policies:
 - Flexible and responsive
 - To help institutions meet their individual missions
 - Support institutions strategic learning and teaching commitments, e.g. research-based learning or support for work-based learners
 - Agile processes enable exploitation of new markets
 - Support widening participation



What are we looking for?

■ Key aspects:

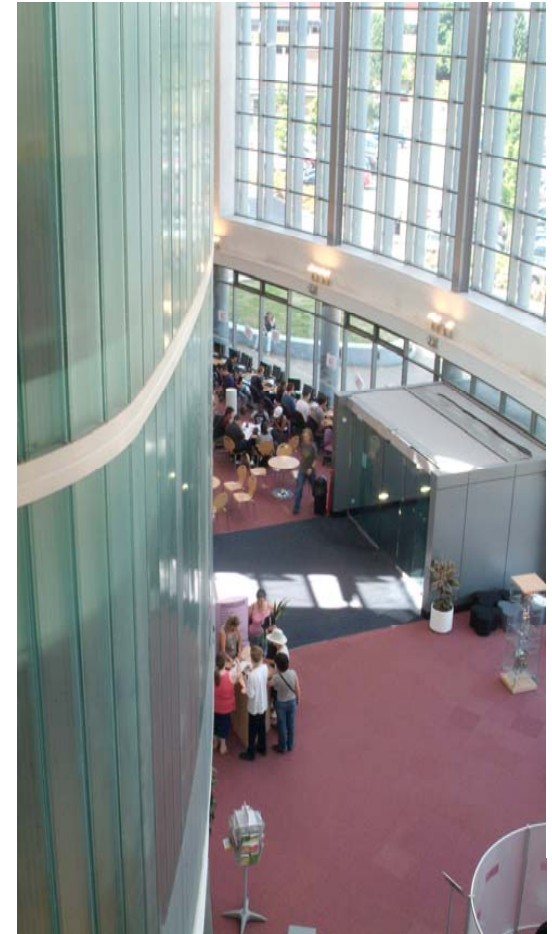
- Focus on transforming the delivery and support of learning across a **curriculum area** through the effective use of **technology**
- In response to a particular **challenge** faced
- Working towards realising *aspects* of the vision outlined in paragraphs 24 – 30
- Tackling something under *each of* learning and teaching practice, technology and standards, and strategy and policy
- Seeking to explore how technology can enhance all aspects of delivery, support and assessment in a joined-up way



What is the issue or challenge you're addressing?

- Challenge should be **relevant** to your discipline, department or institutional context. Possible challenges include the need to:
 - deliver a curriculum around a specific pedagogic approach such as reflective practice
 - support part-time, international or work-based learners
 - support specific transferable skills such as digital literacies
 - Support learners to develop skills to reflect on and plan for their own personal, educational and professional development
- If there is a problem with how things are done now, what is it and what are the symptoms?
- Include a summary of the evidence
- How will changing your delivery and support processes help?
- **Is the proposed innovation a good idea?** Does it draw on existing expertise and build on existing good practice / evidence?

- Projects must engage with a range of institutional units and processes that support curriculum delivery, for example:
 - learning and teaching services
 - ICT services
 - e-learning services
 - learning support units
 - library and learning resource services
- Projects will be expected to tackle the issues by focussing on a specific curriculum area or set of curriculum areas, providing they can show how lessons will be learned across the institution.



- First 3 months:
 - **Review of current practice**
 - Describe how you currently deliver and support the curriculum
 - Aim is to baseline where you are now so that you can measure where you get to
 - Which aspects of practice are within the project's power to change?
 - **Understanding the initial issue or challenge and describing the new curriculum delivery plan or model**
 - What is the challenge, and how will the proposed intervention enhance existing practice? How will change be measured?
 - **Planning curriculum delivery and support**
 - Consider which roles in the curriculum team and wider institutional teams are key to the new delivery model
 - Ensure that these staff are allocated time to work on the project and have appropriate support

- Subsequently:
 - **Piloting the innovations within the identified curriculum areas**
 - recording any issues which arise in implementation
 - **Evaluation of the new practices in relation to the original challenge**
 - Their general impact on *staff and learner experiences* of the curriculum
 - Identify lessons for subsequent iterations of the curriculum, for curriculum designers in general, and for institutional support of learning and teaching
 - Guidance on evaluation: www.jisc.ac.uk/elearningeval/
 - **Embedding new practices and planning for sustainability.**
 - Projects will need to demonstrate how successful innovations will be securely embedded into curriculum practice and process
 - And how these or these or related practices could be implemented to the benefit of other areas of institutional provision, or to other institutions

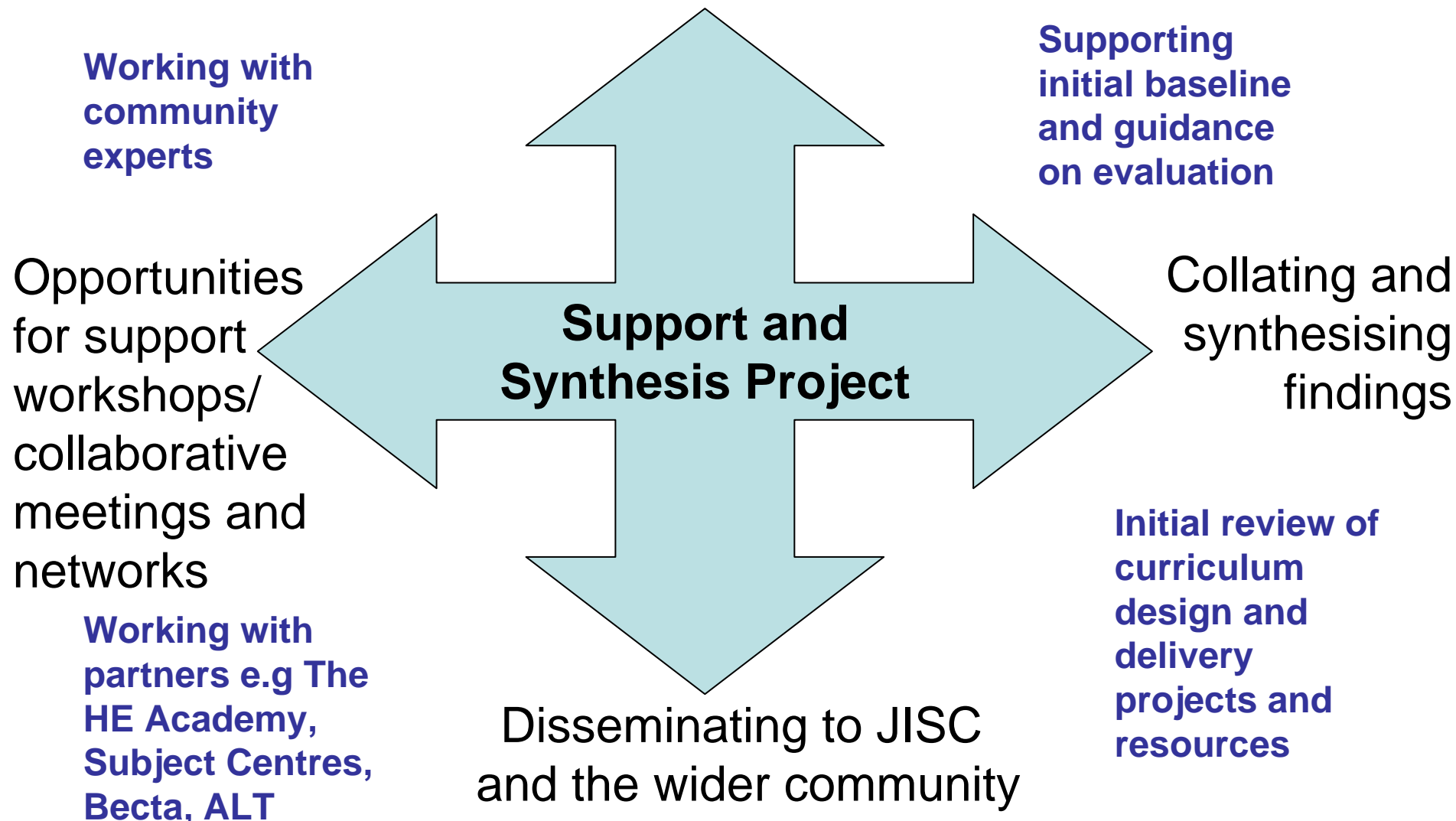
- Produced at stages during the project:
 - Descriptions/models of delivery and support for the curriculum area
 - Plan and rationale for the support model based on the challenge identified
 - Detailed case study (or studies)
 - Materials to exemplify the new practices, screen shots, photos etc
 - Evaluation report detailing what has been learnt
 - Guidance for other institutions / curriculum areas
 - 6 monthly reports

What is the funding available for?

- Staff time
- Buying in expertise
- Training, support, skills development, capacity building
- Evaluation, communication and participation in cross-programme activities
- It is not expected these projects will involve significant technical development
 - but some technical development around the integration of existing technologies would be appropriate
- It is not expected that significant funds should be spent on the purchasing of hardware or software

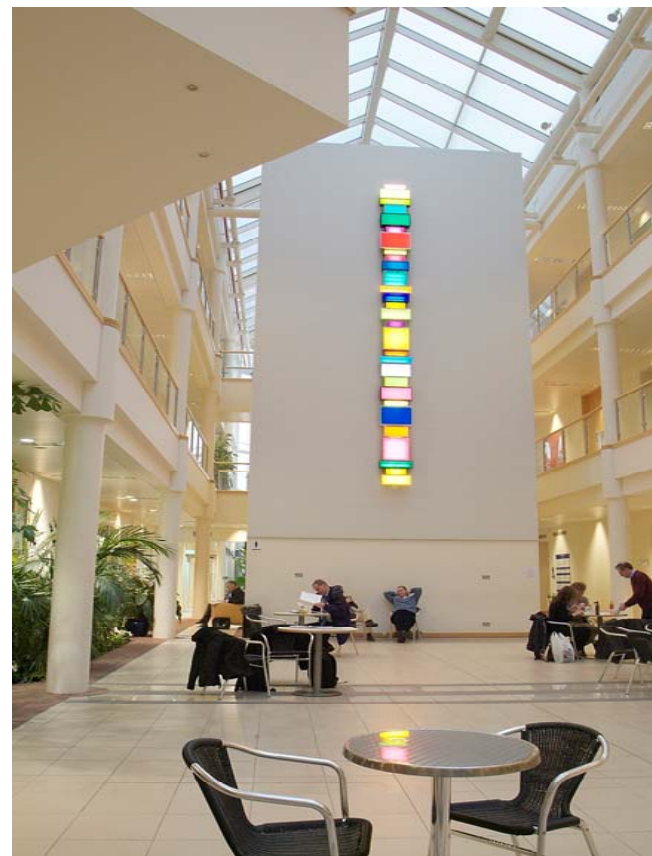


Support project for design and delivery programmes



Engagement with the support project

- The support and synthesis project will co-ordinate programme-level activities such as supporting workshops, visits to other projects, structured activities and reflection, sharing evaluation findings, online communities, and dissemination events.
- Funding is provided to enable institutions to carry out project work, but also to release key staff to prepare for, take part in and follow up on these programme-level activities.
- Projects should allow at **least 35 person-days** in the first year to engage in these activities, and **20 person-days** in subsequent years.
- Some engagement will be required from staff in a range of roles, including heads of department, faculties and services, and should not just be limited to the project manager



Proposals: what the markers will be looking for

- Fit to programme objectives (25%)
 - Clearly outline the challenge and proposed intervention
 - State how the project addresses aspects of the vision
 - Provide evidence and reference existing work where possible
 - How is the project contributing value to the wider HE and FE community?
- Quality of workplan (25%)
 - Include the required activities
 - Including pilots – when, with how many learners, and plans for evaluation
 - how will lessons be captured and success measured
 - Ensure it is realistic and works with existing institutional constraints
 - Provide a list of planned deliverables
- Engagement with the community (20%)
- Value for money (15%)
- Previous experience of the project team (15%)