

JISC DEVELOPMENT PROGRAMMES

Project Document Cover Sheet

Racing Academy Project Plan

Project

Project Acronym	Racing Academy	Project ID	
Project Title	Large scale implementation of Racing Academy in Further and Higher education project team		
Start Date	28/3/6	End Date	28/3/8
Lead Institution	University of Bath		
Project Director	Richard Joiner		
Project Manager & contact details	Richard Joiner Department of Psychology University of Bath Bath BA2 7AY Telephone 01225 384373 Email r.joiner@bath.ac.uk		
Partner Institutions	NESTA FutureLab Lateral Visions Barnfield College Penwith College		
Project Web URL			
Programme Name (and number)	Large scale implementation of innovative technologies within institutions		
Programme Manager	Heather Williamson		

Document

Document Title	Project Plan		
Reporting Period			
Author(s) & project role	Richard Joiner and Martin Owen (joint project coordinators)		
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Document History

Version	Date	Comments



JISC Project Plan Template

Overview of Project

1. Background

1.1 Background information

Racing Academy is a prototype for a massively multiplayer online (MMO) engineering and racing car simulation. Based on the most realistic vehicle physics and surface simulation yet developed, it gives players the capacity to manipulate the set-up of vehicles, and then to race them against an AI driver. In the prototype, Racing Academy was played as a standalone game, with a bespoke online message board providing players with opportunities to discuss their performance and to share advice about playing the game.

Racing Academy arrives to coincide with a recent curricular drive to re-establish the importance of engineering in school. The new GCSE engineering award and the award of specialist Engineering College status indicates the current initiative which seeks to combine D&T, maths and science to provide a multidisciplinary syllabus focused on providing vocational qualifications as well as the foundation for post-16 study. Further, a number of initiatives based around mechanical engineering have been established across the country, including those under the recently re-launched apprenticeship scheme, community-based initiatives, and a post-16 BTec motor vehicle engineering programme.

Growing recognition of the educational potential of computer games also suggests that we need to pay attention to the kinds of learning that may be occurring when young people play. Particularly, research has identified how young people exchange knowledge about games and share with others the techniques to play them. Some research on MMO games also suggests that these are unique learning spaces in which young people are engaged in informal, peer-to-peer learning activities. Racing Academy aims to capture these understandings of computer games and put them to more explicitly educational use.

2. Aims and Objectives

List the broad aim or purpose of the project, and the specific objectives you intend to achieve.

2.1 Aim

- Racing Academy has been specifically designed as a way to engage and motivate students. It aims to achieve this by engaging them in tasks that are authentic, that involve real practice and through which they can see the effects of their choices, interventions and actions. The players have to handle and analyse multiple and multimodal data sources to make considered choices, to reflect on and review their interventions and actions and to collaborate with others and play the game itself.
- To explore how the use of Racing Academy, implemented on a large scale, impacts on the teaching and learning processes and associated organisational issues.

2.2 Objectives

Racing Academy has the following objectives derived from this overall aim

- To encourage and motivate engineering and science students
- To support science and engineering student's learning
- To develop teaching resources for using Racing Academy in engineering and science lessons both at further and higher education.

- To develop a common evaluation and embedding framework in relation to the process of innovation and of embedding tools -Cultural Historical Activity theory (developed in Scandinavia).
- To develop an architecture for learners to work with other learners and professionals and modelling to enhance learning.
- To disseminate ongoing activities and final outcomes to the wider FE and HE community.
- Evaluate the impact of Racing Academy on teaching and learning process
- Identify the organisational issues that arise because of the use of Racing Academy to support students learning

3. Overall Approach

Describe the overall approach you will take to achieve the objectives outlined above, including:

3.1 Strategy and/or methodology and how the work will be structured

The project is based on pedagogical approaches, which see learning as situated in a social context. The first is the notion of scaffolding and progressive learning. Racing academy has a number of the key characteristics of scaffolding. It is designed to recruit the students' interest through the use of game play. The game also marks the critical features of the game and reduces the degrees of freedom by increasing the complexity of the game and fading the support as the player progresses. The game is designed so that entrants to the academy develop vehicles with limited parameters and limited game play. As the players progress they have access to more and more complex parameters and telemetry (e.g. gear ratios, suspensions) which they use to inform the design of their vehicles and race them on more complex tracks (e.g. drag strips and race tracks).

The second pedagogical approach is Lave and Wenger's theory of communities of practice. Lave and Wenger (1991) conceptualise learning and knowing as occurring in relationship with particular communities. Lave characterises this as situated learning in communities of practice. It is therefore the relationships to these communities that allow one to know about it. Knowing is the act of participation in complex social learning systems. Competence in a community is contingent upon one's access to and appropriate use of the community's shared repertoire of communal resources, including language, routines, sensibilities, tools, artefacts, stories, and styles. Learning occurs as the individual progresses along trajectories of participation within a given community of practice. Racing academy was designed to foster such communities of practice and situate learning in the complex interactions evident in communities of practice. James Paul Gee suggests that computer games are "little learning engines" that are carefully designed to be learnt through practice and active play and that "affinity groups" of players with common interests in specific titles or genres coalesce informally around these. It is through social interaction and material artefacts that members of such groups access knowledge about the games, series of games or genres. Thus computer games can be seen as a dynamic social learning system.

Racing Academy was designed to develop and support a community of practice based not on fictional qualities, but on real physics principles. Players must engage with the underlying physics and work as a member of a community of practice where practice arises out of real physics and involves the social negotiation of understanding.

The project will explore the use of Racing Academy across a number of subject areas and courses: (i) vehicle dynamics in the Department of Mechanical Engineering at the University of Bath. In this course there are 50 Students and 1 member of staff (Jos Darling), (ii) BTEC National Certificate and Diploma programme in Vehicle Repair and Technology at Barnfield Further Education College. There are approximately 50 students on these courses and 2 members of staff will be involved (John Dudley and Stephen Miller) and (iii) AS level Physics at Penwith Further Education College. There will be approximately 20 students and 1 member of staff (Andy Diament).

In the first phase of the project, a number of design workshops will be held with teachers and students in order to develop Racing Academy in order to integrate it more fully into the courses. Racing Academy will be used to support students learning in the second phase of the project. The use will vary according to the course and the subject area.

In the second phase, the project will be evaluated using a multi-methodological approach. A common evaluation and embedding framework will be developed for this project and also in collaboration with another the JISC project in this programme which is funded at Strathclyde. The framework will evaluate the effectiveness of Racing Academy in relation to the process of innovation and of embedding tools within the educational institution -Cultural Historical Activity theory (developed in Scandinavia) will be applied.

It will analyse the area in which the project has been successful and highlight the challenges to the implementation. Students will complete learning diaries where they will comment on their experience. A number of case studies will be conducted with students, who will be videotaped to provide a very rich and detailed description of their interaction with the game and their interaction with other students. The teachers will be asked to complete learning diaries. The transcripts from the message boards will be collected and analysed for evidence of knowledge exchange, negotiations of understanding and the development and establishment of a community of experience. Finally, Interviews will be conducted with teachers and students, which will provide more detailed feedback concerning their perception of the game and their experience of using Racing Academy.

3.2 Scope and boundaries of the work, including any issues that will not be covered.

The project involves two further education colleges and one University department of mechanical engineering. The subject areas under investigation are engineering and science. It would be interesting to investigate the use of Racing Academy outside of formal education, but unfortunately this project is focussed on formal educational contexts.

3.3 Critical success factors.

There are a number of critical success factors

1. The first is the development and modification of racing Academy to support the lecturers teaching and their students learning.
2. The second is the integration of Racing Academy into the lecturers teaching
3. The third is evaluating the effectiveness of racing Academy at motivating and supporting students learning. Learning will be assessed using the following measures, internal assessment, measures of achievement, success rates, Levels of pass, value added measures and assessments of target key skills.

4. Project Outputs

List the tangible deliverables (including reports) your project will create, and the less tangible knowledge and experience you hope to build and share..

The project will deliver the following outputs

1. The development of Racing Academy into a tool designed to support students learning in science and engineering in further and higher education. One of main aspects of this project is the involvement of teachers in the development of Racing Academy to support their teaching and the students learning.
2. There will also be example lessons plans to support future teachers and lecturers in their use of Racing Academy to support their students learning. This output will be achieved with the following
 - a. Video case studies
 - b. Lesson plans
 - c. Dissemination video
3. There will be a final report which will contain the evaluation of practitioner; learner and organisational issues associated with the implementation of gaming technologies, and recommendations for the sector
4. There will be number of presentations to various national organisations
5. The dissemination of evaluation tools and methodology used.

The knowledge gained using Racing Academy to support lecturers and students learning will be of use to designers of future games and teachers using similar software. Furthermore, the analytical framework used to evaluate the effectiveness of racing academy will be of broad interest and use to other people introducing and evaluating innovative educational technology

5. Project Outcomes

List the outcomes you envisage, including their impact on the teaching, learning, or research communities, and what change they will stimulate or enable.

1. The development of a common evaluation and embedding framework for both the Bath and Strathclyde projects in relation to the process of innovation and of embedding tools -Cultural Historical Activity theory (developed in Scandinavia).
2. Development of an architecture for learners to work with other learners and professionals and modelling to enhance learning.
3. Development of teaching resources for using Racing Academy in engineering and science lessons both at further and higher education.
4. Disseminate ongoing activities and final outcomes to the wider FE and HE community.
5. An evaluation of the impact of Racing Academy on teaching and learning process
6. Identification of the organisational issues that arise because of the use of Racing Academy to support students learning

5.1 Teacher and Learner Communities

Racing Academy will be the first massively multiplayer online game used to support students learning in science and engineering and will therefore be of huge interest to both teaching and learner communities. It will generate a lot of interest in the advantages and disadvantage of using such games and how to embed them in the science and engineering curriculum in both further and higher education. Changing the way students learn about science and engineering.

5.2 Research Community

Also, it will be of interest to the wider research community, because it is one of the first large scale implementations of a massively multiplayer online game for supporting students learning and therefore be a seminal project. Similarly, the analytical framework developed in the project will also be of interest to researchers, using cultural historical activity theory for analyse the effectiveness of racing Academy in different institutions.

6. Stakeholder Analysis

List key stakeholder groups and individuals that will be interested in your project outcomes, will be affected by them, or whose support/approval is essential, both within your institution and in the community, and assess their importance (low/medium/high).

Stakeholder	Interest / stake	Importance
JISC	The funder of the project	High
JISC RSC SW www.rsc-south-west.ac.uk/ (Contacts: Angela Harvey, John McKenzie)	The regional centre where Penwith College is located.	High
JISC RSC Eastern www.rsc-eastern.ac.uk/ (Contacts: Adam Blackwood, Ann Thunhurst)	The regional centre where Barnfield college is situated	High
University of Bath (Richard Joiner and Jos Darling)	The Higher Education Institution that is using racing Academy to support student learning mechanical engineering. Richard Joiner is one of the joint co-ordinator of	High

	the project and is therefore completely committed to the project.	
NESTA FutureLab (Martin Owen)	NESTA FutureLab is the Learning Laboratory involved in the project. Martin Owen is the other co-ordinator of the project responsible for technical aspects and is highly committed to the project	High
Barnfield College (John Dudley, Stephen Miller, Mick Rolt)	The further education college that is using Racing Academy to support students learning of Engineering. John Dudley, Stephen Miller and Mick Rolt all are part of the Barnfield College team that contacted Martin Owen to be involved in the project and are fully committed to the project	High
Penwith College (Andy Diament)	The further education college that is using Racing Academy to support students learning of Physics. Any Diament contacted martin Owen to be involved in the project and is completely committed to the project	High
Lateral Visions (Carl Gavin)	The software company that has developed Racing Academy. Carl Gavin developed Racing Academy and is committed to further development of racing Academy.	High
Students		High
BECTA	Interested in the use of Racing academy in supporting learning.	Moderate
QAA	Interested in the use of technology to support curriculum learning	Moderate
HE Academy for Physical sciences and Engineering	These academies are designed to help Higher Education institutions to provide the best possible learning experience	Moderate
Automotive Skills Council	Their remit is to identify and reduce skills shortages and develop innovative ways to both attract new recruits into the industry and develop the skills of the existing workforce	Moderate
Engineering Centres of Vocational Excellence	Interested in improving engineering skills	Moderate
Association of Science Education	Promoting excellence in science teaching and learning	Moderate

7. Risk Analysis

List factors that could pose a risk to the project's success, assess their likelihood and severity, and how you will prevent them from happening (or manage them if they if they occur). Cover the types of risks listed and any others that apply.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Failing to recruit a research assistant	1	5	5	There is a risk of not recruiting a suitable research assistant for the project. However, the project has already a named candidate for this post. She carried out a pilot study for her Master Dissertation and is very keen to be involved in the project.
Loss of a key member of the team	1	5	5	There is a risk that we will lose one of the key members of the team. There is some overlap between members of the team and therefore some loss of key members could be coped with.
Organisational	3	3	9	The consortium is quite large and is essentially a loosely coupled structure of willing partners. Some of the early project tasks will be aimed at ensuring that there is clearly articulated support for the project at all levels and that everybody feels fully part of the project and the team. Within the project team, inter-organizational issues will be managed by well defined project plans and communication mechanisms ranging from regular meetings to the use of computer mediated communication.
Technical	3	5	15	There is some technical risk that racing Academy can not be revised in line with the needs of the lecturers, however some revisions have already been made and Carl Gavin is very confident that any remaining revisions will be possible
Legal	5	2	10	There are IPR issues that require resolving, but JISC are fully aware of these issues.
Use of Software	1	5	5	This risk can be minimised by embedding Racing Academy into the curriculum
Usability of the software	1	5	5	This risk is minimal because of the extensive use of Racing Academy already

8. Standards

List the standards the project will use in the table below. Also indicate:

Lateral Visions owns the software that runs Racing Academy, but this software will be made available for the purposes of the project.

The project website will use existing JISC guidelines

9. Technical Development

Indicate how the project will follow best practice for technical development, and any specific technologies or development approaches the project will adopt and why.

The main technical development will be the modification of Racing Academy. Lateral visions will undertake the technical development (and number of days committed to the development. They developed the original software and are a small computer games start-up with considerable experience developing mainstream racing games for a major international developer. The requirements of the software will be identified in an initial workshop with the lecturers, software developers and coordinators of the project. Moodle will be used where possible to implement the online communities.

10. Intellectual Property Rights

Indicate who will own the intellectual property created by the project List any intellectual property owned by third parties that will be incorporated into project outputs, when/how you will obtain permission to use them, and any implications for project outputs after the project ends.

Lateral Visions is a commercial organisation and its vehicle physics simulation software represents Lateral Vision's "crown jewels". The vehicle simulation software at the core of Racing Academy is, and will remain, the intellectual property of Lateral Visions. It has been used on other commercial projects (For the likes of Shell) and therefore can never be made available in the public domain.

With respect to Racing Academy, the contract Lateral Visions signed with NESTA FutureLab says that Lateral Visions own the IPR to the prototype and any resulting projects. Futurelaboratory granted an exclusive license to Lateral Visions for its "educational input" IPR into the project. If Racing Academy becomes commercially available in the future then Lateral Visions have to pay Futurelaboratory a royalty.

The prototype is in the public domain as an "executable" (under a license stating that it cannot be amended, reverse engineered etc) and free of charge. Lateral visions are happy for an amended prototype resulting from this JISC project to similarly be a free of charge executable available under a License in the public domain as long as the underlying source code is not made available.

Project Resources

11. Project Partners

University of Bath

- Richard Joiner is one of the co-ordinators of the project.
- Jos Darling is Director of Studies for the undergraduate degree programme in mechanical engineering. Racing Academy will be used to give the student an appreciation of factors affecting vehicle dynamics, including straight line performance and vehicle handling. It should also help the students to be able to describe and analyse the operation of a vehicle powertrain and suspension and explain the physical principles of road vehicle handling and suspension set-up. Jos Darling will also suggest a number of modifications which will support his teaching.
- Jo Iacovides is the research assistant on the project

Nesta futurelab

- Martin Owen is the other coordinator of the project

Barnfield College

- Stephen Miller QA manager at Barnfield College

- John Dudley is a lecturer at Barnfield College. He will use Racing Academy to support the delivery of a range of courses from Level 1 to Level 4 in a BTEC National Certificate and Diploma programme in Vehicle Repair and Technology at Level 3. These courses involve a study of vehicle science and maths and Racing Academy should help students understand the physics behind vehicle dynamics and engine performance. John Dudley will also be involved in the development of Racing Academy to support his teaching.

Penwith College

- Andy Diament is a lecturer at Penwith College. He will use Racing Academy within AS level Physics teaching, to deliver such concepts as force and torque, and extended to cover concepts related to kinematics and energy. He will also be involved in the redesign of racing Academy to support the teaching of AS physics.

Lateral Visions

- Carl Gavin is responsible for software development involved in modifying Racing Academy to meet the lecturer's needs.

A consortium agreement will be signed and sent as soon as possible.

12. Project Management

Briefly describe the project management framework, including organisation, reporting relationships, decision process, and the role of any local management committee.

The project will be jointly coordinated by Richard Joiner and Martin Owen. Richard Joiner will act as project manager. His responsibilities are the following:

- prepare the project plan,
- coordinate and manage project work,
- monitor project progress and performance,
- ensure that project outputs are delivered on time,
- identify risks,
- problems, and issues, and escalate them as appropriate,
- manage communication within the project and with the programme manager,
- prepare progress, final, and other reports, arrange meetings (e.g. management committee) and write the minutes,
- manage project resources, including the budget,
- Coordinate work on any legal agreements, e.g. consortium, vendor, or license agreements,
- maintain the project web site,
- Maintain project documentation and ensure that the project abides by the letter of grant, the JISC Terms and Conditions, and the JISC Project Management Guidelines.

Martin Owen will be responsible for the technical aspects and links with Lateral Visions (LV).

There will be a steering committee which will contain one member from each of the partner institutions. The HEA Centre for Physical and engineering sciences and the south west RSC and eastern RSC will be invited to become members of the steering group. The role of the steering group will be to monitor progress project's progress and performance. The steering group will be also be used to communicate information to the partner institutions.

List all members of the project team, their roles, and contact details. Indicate the proportion of time the project manager will spend on project management.

Team Member	Contact Details	Role
Richard Joiner Project Coordinator University of Bath	Email: r.joiner@bath.ac.uk Tel: 01225 384373 Address : Department of Psychology University of Bath Claverton Down Road	Project coordinator

	Bath BA2 7AY	
Martin Owen Project Coordinator NESTA Futurelab Laboratory	Email: martin.owen@nestafuturelab.org Tel: (0)117 915 8200 Address NESTA Futurelab 1 Canons Road Harbourside Bristol BS1 5UH	Project coordinator
Jo Iacovides Research Assistant University of Bath	Contact details when appointed Address : Department of Psychology University of Bath Claverton Down Road Bath BA1 6AX	Research assistant responsible for collecting and analyzing data from evaluation of Racing Academy
Jos Darling University of Bath	Email: ensjd@bath.ac.uk Tel: 01225 386578 Address: Department of Mechanical Engineering University of Bath Claverton Down Road Bath BA1 6AX	Using racing Academy for supporting undergraduate students understanding of engineering. Involved in the modification of the software
Andy Diament Penwith College	Email: ADD1@penwith.ac.uk Tel: 01736 335000 Penwith College St Clare Street, Penzance Cornwall, TR18 2SA	Using racing Academy for supporting further education students understanding of AS Level physics. Involved in the modification of the software
Stephen Miller Barnfield College	Email: stephen.miller@barnfield.ac.uk Tel: 01582 569500 Barnfield Technology Centre, Barnfield College Enterprise Way, Luton, LU3 4BU	Using racing Academy for supporting further education students understanding of engineering. Involved in the modification of the software
John Dudley Barnfield College	Email: john.dudley@barnfield.ac.uk Tel: 01582 569500 Barnfield Technology Centre, Barnfield College Enterprise Way, Luton, LU3 4BU	Using racing Academy for supporting further education students understanding of engineering. Involved in the modification of the software
Carl Gavin Lateral Visions	Email: carl.gavin@lateralvisions.co.uk Tel: (0)151 252 0808 Lateral Visions Software Company Limited 3e Wavertree Boulevard South Wavertree Technology Park Liverpool L7 9PF	Responsible for the development of the software

13. Programme Support

Indicate if there are specific areas where you would like support from the programme or programme manager.

We will be happy with good communication between the project manager and the project team, so that we can resolve any issues swiftly and have our queries answered as quickly as is possible.

14. Budget

See Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B

16. Evaluation Plan

Indicate how you will evaluate the quality of the project outputs and the success of the project. List the factors you plan to evaluate, questions the evaluation will answer, methods you will use, and how success will be measured. Expand as appropriate on how you will conduct the evaluation.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
July 2006	Lecturers satisfaction with modified Racing Academy	Are lecturers happy with Racing Academy	Interviews Structure questionnaires to ensure the lecturers are aware of the full potential of the software	Lecturers are happy with the modifications
At Each milestone and end of project	Stakeholder involvement	Are the stakeholders still supporting the project? Will the stakeholders want to use the outcomes of the project?	Interviews (personal meetings – unstructured)	Institutions are interested in using the results
July 2007	Motivation of Students	The question this will address is does racing Academy motivate students	Questionnaires Use of the game. Use of the full functionality of Racing Academy	Students motivation for the subject matter increases. Frequent and varied use of the software
July 2007	Learning of Students	Does racing academy support students learning	Questionnaires Use of class tests Comparing exam results with previous years.	Students learning increases Students identification with the subject matter increases Improvement in the grades and test results of the students
July 2007	Students experience with Racing Academy	What is the students experience of using Racing Academy	Questionnaires Reflective diaries Interviews	The students have a positive experience
July 2007	Lecturers experience with Racing Academy	What is the lecturers experience of using Racing Academy	Questionnaires Lecturer reflective diaries Interviews	The lecturers have a positive experience. Frequent and varied use of the software Aim to use it in the future
July 2007	Organisational issues with using Racing Academy	What impact does racing academy have on the different	Interviews with staff at the three	Racing Academy has been successfully used with no

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		organisation	institutions	difficulties in implementation or use
July 2007	Transformation of the learning process	Does Racing Academy transform or affect the learning process	Interviews with staff and students	Positive changes in the learning process (e.g. more motivation, more independent learning).
July 2007	Evaluation of the video case studies, lessons plans	Are these outputs useful	Feedback from participants and non participants	Positive feedback
July 2007	Dissemination video	Does the video communicate the main findings and implications of the project	Feedback from participants (lectures and students) Up take of the video	Positive feedback High up take of the video.

17. Quality Plan

Explain the quality assurance procedures you will put in place to ensure that project deliverables meet quality expectations and acceptance criteria. Complete the table below for each of the major deliverables providing as much detail as possible. Repeat the table as many times as necessary to accommodate all deliverables.

Output Modified Version of Racing Academy					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Autumn 2007	Fitness for purpose	Ask the lecturers if it does what they want it to do	Interviews	Software developer Project coordinators	

Output Lessons Plans					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Winter 2007	Fitness for purpose	Ask lecturers	Interviews	Project coordinators	

Output Final Report					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Spring 2008	Fitness for purpose		Acceptance by Programme Manager	Project Coordinators	
Spring 2008	Best practice for processes	Report Templates from JISC			
Spring 2008	Adherence to standards				

Output	Conference presentations and journal papers				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Winter 2007 Spring 2008	Fitness for purpose	Peer review	Acceptance by organisers	Project Team	

Output	Project Website				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Ongoing	Fitness for purpose			Project coordinators	
	Adherence to JISC guidelines		Acceptance by JISC		

Output	Dissemination Video				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Winter 2007	Fitness for purpose	Participant review	Acceptance by participants	Project coordinators	

18. Dissemination Plan

Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.

Timing	Dissemination Activity	Audience	Purpose	Key Message
Monthly	Status Report	JISC Programme Manager	Progress review; Issues Log	Project management feedback
Ongoing	Project Website	Wider community	Detailed information about the project and related activities	Information about Racing Academy and access to a download version of Racing Academy
Ongoing	JISC Meetings	JISC Community	Detailed information about the project and related activities	How outputs from this project can be used by others
Ongoing	Pedagogy Experts Group	JISC Community	Presentation of projects in the Innovation strand	How effective is Racing Academy
Ongoing	Online e-Learning conference	JISC Community	Presentation of work	How effective is Racing Academy

Ongoing	Innovative practice workshop	JISC Community	Presentation of Work	Lessons learned
March 2008	Final Report	JISC Programme Manager and JISC	Evaluation of the Racing Academy	How the aims and objectives of the project have been met
Post March 2008	Conferences Journals ALT-J BJET	Education community and educational practitioners	Critical evaluation of Racing Academy	How useful is Racing Academy

19. Exit and Sustainability Plans

Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.

Project Outputs	Action for Take-up & Embedding	Action for Exit
Modified Version of racing Academy	Demonstrate how Racing Academy can be used to support learning through conferences and workshops	Preserve contents on website.
Lesson plans and case studies outlining the use of Racing Academy to support students learning	Demonstrate how Racing Academy can be used to support learning through workshops and conferences. Publish the material on the website	Preserve contents on website.
Project Report	Distribute the final report through Publishing it on the website	Preserve contents on website.
Presentations and Publications	Submit papers for publication Distribute them via the website	Academic and Practitioner journals

List any project outputs that may have potential to live on after the project ends, why, how they might be taken forward, and any issues involved in making them sustainable in the long term.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Development of an architecture for learners to work with other learners and professionals and modelling to enhance learning	This architecture will be available and useful for other similar projects	Further funding and application to other scenarios	The use of technology to support learners, professionals and modelling to enhance learning
The development of a common evaluation and embedding framework for both the Bath and Strathclyde projects in relation to the process of innovation and of embedding tools -Cultural Historical Activity theory (developed in Scandinavia) will be applied	Framework will be useful for other projects		The use of Cultural Historical Activity theory to evaluate the factors that affect the success of racing academy in various institutions

Appendix B. Workpackages



WORKPACKAGES	Mon th	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: Administration																									
2: Technical Development																									
3: Evaluation																									
4: Dissemination																									

Project start date: 28th March 2006
 Project completion date: 28th March 2008
 Duration: 24 months

Workpackage and activity	Earliest Start Date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Project Administration					
<u>Objective:</u>					
1. Project Plan	28/02/06	28/02/06	Project Plan	Submitted to JISC	RJ,MO
2. Final Report	31/03/08	28/03/08	Final Report	Submitted to JISC	RJ,MO
3. Management meetings	28/02/06	28/03/08	Effective Project Management		RJ,MO
4. Liaison meetings with project partners	1/01/06	28/03/08	Effective Project Team		RJ,MO
WORKPACKAGE 2: Technical Development					
<u>Objective:</u>					
5. Software Requirements for modifications of Racing Academy	28/02/06	1/05/06	Requirements Document	Submitted to Lateral Visions	CG,AD,JD,JD,SM
6. Software Modifications of Racing Academy	28/02/06	1/09/06	New Modified Racing Academy Software	Uploaded to website	CG,AD,JD,JD,SM
7. Lessons Plan for the use of Racing Academy	28/02/06	1/09/06	New Lesson Plans	Uploaded to Website	CG,AD,JD,JD,SM
WORKPACKAGE 3: Evaluation and Analysis					

Objective:					
8. Evaluation of the modified Racing Academy software	29/02/06	1/09/06	Satisfaction with the Modified Racing Academy		RJ,JI
9. Collection of data concerning students motivation	1/09/06	28/3/07	Raw Data		RJ,JI
10. Analysis of data concerning students motivation	1/09/06	28/3/07	Analysed data and Summary report	Uploaded to Website	RJ,JI
11. Collection of data concerning of students learning	1/09/06	28/3/07	Raw Data		RJ,JI
12. Analysis of data concerning of students learning	1/09/06	28/3/07	Analysed data and Summary report		RJ,JI
13. Collection of data concerning students experience with racing Academy	1/09/06	28/3/07	Raw Data		RJ,JI
14. Analysis of data concerning students experience with racing Academy	1/09/06	28/3/07	Analysed data and Summary report	Uploaded to Website	RJ,JI
15. Collection of data concerning the lecturers experience with Racing Academy	1/09/06	28/3/07	Raw Data		RJ,JI
16. Collection of data concerning the lecturers experience with Racing Academy	1/09/06	28/3/07	Analysed data and Summary report	Uploaded to Website	RJ,JI
WORKPACKAGE 4: Dissemination					
Objective:					
17. Initial Website	28/03/06	28/03/08	Website	Website live	RJ,JI
18. Practitioner Paper (to lecturers of science and engineering)	28/03/07	28/03/08	Paper written	Paper submitted	RJ,MO
19. Academic Paper (to the educational community)	28/03/07	28/03/08	Paper written	Paper submitted	RJ,MO
20. Participation in JISC programme meetings	28/03/06	28/03/08		Communication with other projects	All
21. SURF, Holland	28/03/06	28/03/08	Paper Written	Communication with Netherlands	All
22. Pedagogy Experts Group	28/03/06	28/03/08	Paper Written	Communication	All

				with JISC communities	

Members of Project Team:

- RJ = Richard Joiner
- MO = Martin Owen
- JI = Jo Iacovides
- CG = Carl Gavin
- JD = John Dudley
- SM = Stephen Miller
- AD = Andy Diament
- JD = Jos Darling