

**eLIDA CAMEL Interim Report October 2006**

<b>Project Name</b>	eLIDA CAMEL D4L Project, University of Greenwich
<b>Report compiled by</b>	Dr Jill Jameson, Director of Research and Enterprise
<b>With contributions from</b>	JISC infoNet, ALT, all key members of the eLIDA CAMEL project partners and Greenwich team.
<b>Reporting period</b>	First Interim Report , 20 <sup>th</sup> October, 2006 (May-Oct, 2006)
<b>Section One: Summary</b>	
<p>The <b>eLIDA CAMEL</b> (e-learning Independent Design Activities for Collaborative Approaches to the Management of e-Learning) <a href="http://www.gre.ac.uk/elidacamel">http://www.gre.ac.uk/elidacamel</a> JISC Design for Learning (DfL) pilot project started in May, 2006 and will run until 31<sup>st</sup> October, 2007. The project has made good progress in the first sixth months. The project is building directly on results gained in 2005-06 from two prior e-learning projects: (1) the JISC eLISA (e-Learning Independent Study Award) DeL (Distributed e-Learning) lifelong learning project and (2) the HEFCE/LGM-funded JISC infoNet CAMEL (Collaborative Approaches to the Management of e-Learning) communities of practice project. The eLIDA CAMEL addresses theme <i>C) Implementing and evaluating learning design tools</i> in the JISC Design for Learning pedagogic e-learning programme. JISC funding allocated is £60,000. The project is focusing its activity on <i>DfL strand (b) carrying out user evaluations on innovative tools with a learning design functionality</i>, collecting design for learning case studies and sequences in a range of post-16/HE contexts using LAMS, RELOAD and Moodle . The project will bring together learning activity sequences from post-16/HE partners into a collaborative e-learning community of practice based on the CAMEL model, contributing to national and international developments in D4L. The project has achieved a number of key tasks in its first phase, including the completion and agreement of the project plan, work packages, consortium agreement, engagement of an evaluation consultant, set up of project management and technical support, creation of website and Moodle team area, schedule of project visits, completion of two D4L training courses and set up of mentor arrangements. The project explores intentionality in the development of a D4L community of practice, and the role of networking and social software in bridging tensions between formalised intra-institutional e-learning relationships and inter-institutional project team dynamic D4L practitioner development.</p>	
<b>Section Two: Activities and Progress</b>	
<b>Activities May-Oct 2006</b>	
<p>The following key tasks were achieved in the first reporting period May-Oct, 2006 in support of project objectives:</p> <ul style="list-style-type: none"> <li>• All project partners outlined in the project plan involved and fully on board for the activities;</li> <li>• Project plan, work packages, risk assessment strategy submitted to and approved by JISC;</li> <li>• Attendance and participation in initial and start-up meetings with JISC and national D4L team;</li> <li>• Contact made with JISC RSC London to signal need for joint work about the D4L project;</li> <li>• Project team initial and start-up meetings held and attended by all key members of project;</li> <li>• Consortium Agreement, Project Initiation Document and Bi-lateral agreements for each partner drawn up, sent out and agreed with key partners;</li> <li>• Former successful model of CAMEL in process of being re-implemented in eLIDA, combined with eLISA model of university-college-school practitioner engagement and support;</li> <li>• Advice and support of JISC infoNet and ALT has been agreed and is now on-going;</li> <li>• Evaluation consultant engaged (Liz Masterman) and initial evaluation meeting held; draft evaluation strategy outlined and first evaluation questionnaire designed and implemented;</li> <li>• Project management arrangements (strategic and operational) underway;</li> </ul>	

- Technical support for the project arranged and in place with School of Computing and Mathematical Sciences (CMS) at Greenwich;
- Project website set up at: <http://www.gre.ac.uk/elidacamel> . Moodle project team area set up and key partners signed up at: <http://moodlelams.cms.gre.ac.uk/> ;
- Schedule for all eLIDA CAMEL visits for the project agreed in outline, with dates attached;
- Two Design for Learning training workshops (D4L Introduction and D4L Authoring) held, attended by all key team partners, combined with project meetings in Visit 1 Oct, at Greenwich;
- Initial JISC and Glenaffric evaluation visit held and attended in Sept, 2006;
- Critical incident questionnaires were filled out for Glenaffric until Glenaffric Moodle went down;
- Engagement with CETIS support web has been set up and project webpage in place;
- Mentor strategy in place, mentors signed up and mentees being recruited;
- The post-visits evaluation questionnaire is designed, ready, and in use, enabling also team volunteering for D4L case studies: <http://www.surveymonkey.com/s.asp?u=250102726473> .

*Changes to overall approach outlined in the project plan:* No changes to Steering Group or project membership. No changes to aims, objectives, deliverables and final milestones. Some slight alterations to visit dates and some related interim milestones to accommodate the workloads of project team members in partner institutions. The addition of an extra visit was incorporated to facilitate training in design for learning. Project team visits are now planned as follows:

#### **eLIDA CAMEL Schedule of Visits 2006-07**

Visit 1 - University of Greenwich - Oct 18-19 *D4L Training and Steering Group meeting* Visit 1

Visit 2 - Dartford Grammar School - Nov 20<sup>th</sup> 2006 3pm - 21<sup>st</sup> 3/4pm - *Planning for future visits and showcasing practitioner work – ‘What are we all doing?’*

Visit 3 - Greenwich Community College - Jan 29<sup>th</sup> 2007 3pm - 30<sup>th</sup> 4pm - *‘D4L Student experience’*

Visit 4 - Leeds College of Technology - May 15/16 2007 *Practitioner D4L Case Studies*

Visit 5 - Loughborough College - July 9/10 2007- *Practitioner D4L Case Studies*

Visit 6 - University of Greenwich - October 2007 – *Practitioner D4L Case Studies and Evaluation*

#### **Section Three: Outputs, Outcomes and Deliverables**

The project team start-up questionnaire results from the first eLIDA CAMEL team questionnaire are selectively presented in Annexe 1. The original questionnaire is at:

<http://www.surveymonkey.com/s.asp?u=469532392076>

The evaluation questionnaire for use throughout the project (to be used after all workshops) has been designed and is available at: <http://www.surveymonkey.com/s.asp?u=250102726473> . A copy of this is provided in Annexe 2.

#### *Lessons learned:*

- Valuable lessons have been learned from the original CAMEL project regarding the way in which to carry out the project management of this diverse national D4L partnership. The experience of both JISC infoNet and ALT and their different, complementary roles in promoting good practice in and good management of e-learning in post-compulsory education have been of vital significance in ensuring that a stable, robust, friendly and cost-effective model of operations has been followed in setting up the project. Further information is available at: <http://www.jiscinfonet.ac.uk/> and <http://www.alt.ac.uk/> .
- The project has also benefited considerably from the experience of the partner organisations in eLIDA CAMEL in both the eLISA and the CAMEL projects, as the partner representatives have already established knowledge and good relationships with each other and the project leads;
- Valuable lessons were also learned from the original eLISA project regarding the way in which to carry out a university-college-school e-learning partnership project with teacher practitioners and mentors, including training, trialling and evaluation of LAMs and Moodle sequences and

study skills usage in the classroom with learners;

- Good early planning of project visits involving many partners from across the UK is critically important. We learnt in the CAMEL project to plan project visits several months in advance, and have applied this to the eLIDA CAMEL. We are now finalising the planning of the whole series of visits to be undertaken throughout the next 12 months of the project.
- We also learnt that it is easier to run project meetings involving a lot of partners travelling from lunch-time/mid-pm on the first day to mid-pm the next. There are logistical reasons for this, including cheaper travel to London, avoiding lateness/fatigue, enabling an early start the 2<sup>nd</sup> day, and providing important opportunities for networking and social space for team to discuss their work in a project which has a key element in building a community of practice.
- It is essential to have very clear, straightforward messages for a project involving many partners. It is also key to enable people to engage with the project through an on-line resource in which they can find all project documents when they need back-up information. We have applied both these points of practice in the project.
- It is also critical to have in the budget some allowance for flexibility between different aspects of the work, so that there can be appropriate levels of responsiveness to changing circumstances. We applied this in the project right from the beginning.
- We have learned that e-learning project team workshops need to be well-planned in advance in terms of attendance lists, technical issues, catering and room bookings. Some slowness in the operation of the chat sequences was tolerated: we will work with CMS technical staff to address this as far as possible.

#### **Section Four: Dissemination**

The following dissemination contributions have been achieved in the reporting period:

- An article publicising the eLIDA CAMEL was produced in *Greenwich Line* newsletter;
- A BJET journal article on CAMEL and eLISA projects accepted for publication in Nov, 2006, linked to the work of eLIDA CAMEL in terms of CoP model and collaborative leadership;
- ALT-C 2006 presentation (eLISA), poster (eLISA) and workshop (CAMEL) were held, providing a good background of information for eLIDA CAMEL outputs in the future;
- The final CAMEL project report was published (Sept/Oct, 2006) including contributions from all members of CAMEL project team, produced by JISC infoNet and Inspire evaluators. A CAMEL CDROM, colour leaflet and other final project outputs were all achieved, providing an informative background for the eLIDA CAMEL project;
- CAL '07 abstract submitted, linked to the eLIDA CAMEL;
- LAMs conference Australia Dec 06 paper on D4L submitted, linked to eLIDA CAMEL;
- New book on leadership and management in FE includes section on e-learning collaborative leadership, citing the eLIDA CAMEL; funding received from the Centre for Excellence in Leadership (Lancaster) for collaborative leadership research linked to eLIDA CAMEL;
- BELMAS 2006 panel member invitation and speech by project director at BELMAS on leadership and e-learning in post-compulsory education has led to a suggestion that e-learning collaborative leadership relating to eLIDA CAMEL may be included in BELMAS 2007;
- Agreement achieved with ALT for 2007 conference places for eLIDA CAMEL team members;
- Logo for eLIDA CAMEL designed and used in questionnaires and on Moodle site;
- The CETIS D4L project page for eLIDA CAMEL has been set up.

#### **Section Five: Evaluation**

An evaluation consultant for the eLIDA CAMEL has now been engaged (Liz Masterman), building on the experience of the eLISA project. An initial evaluation planning meeting has been held. The draft evaluation strategy outlined in the project plan will be fleshed out more fully. The first evaluation questionnaire has now been designed and implemented in the design for learning training workshops, and the evaluation work is now underway.

### **Section Six: Issues and Challenges**

Issues and problems for the project are similar to those experienced in previous projects, and for the most part are manifesting themselves as expected:

- Staff at all levels of the project, are, predictably, always overworked with other things. We have attempted to address this explicitly by: (1) allowing for some flexibility in the timing of visits; (2) planning visits very early and giving people good notice of all major commitments they need to complete for the project; (3) reinforcing the CAMEL model of planning, which emphasised team processes and communal practitioner engagement as well as the completion of a realistic number of key outputs; (4) ensuring that unnecessary burdens are not placed on project team members, but that there is a prioritisation of what is necessary, appropriate and sufficient for good quality involvement in and completion of project tasks – i.e. making sure we have 'SMART' targets (specific, measurable, achievable, realistic and time-limited).
- Some technical slowness in the operation of the chat sequences in the design for learning workshops will be investigated further and addressed. The purchase of a new server for the project has been agreed with CMS and is underway to ensure that the project experiences a minimum of technical disruption.
- We think it unlikely that the above will impact on project targets.
- There are no major unexpected project developments, other than that RAE funding has been allocated by the Greenwich Research and Enterprise office for scholarly work connected with the project, and therefore the disseminations are likely to be of a higher order than originally planned.
- As mentioned in the September project visit of JISC and Glenaffric, it is possible that design for learning training workshops in LAMs, Moodle and RELOAD facilitated by Greenwich and other eLIDA CAMEL partners could form part of the overall D4L national complement of resources. However, we advise that these are trialled further and refined before general uptake.

### **Section Seven: Support**

Regular contact has been maintained with Sarah Knight of the JISC regarding Design for Learning programme routine tasks. Involvement in the CETIS support site has been set up and maintained. Involvement in Glenaffric's Moodle GEM was established early on and critical incident reports on the eLIDA CAMEL were completed for some months prior to the technical problem which removed this facility. Critical incident reports will be resumed as appropriate if the facility is re-developed.

Links with the JISC RSC London were established many months ago for the eLISA project and it has been agreed that this will be progressed further in relation to work on and with the eLIDA CAMEL. Links with a wide range of other JISC projects including the L4All London Knowledge Lab DeL project were established during the planning for and processes involved in the DeLDisse South England Distributed e-Learning Conference on *Lifelong Learning for All* during 2005-06. These have also been maintained during editing of the special edition of the *British Journal of Educational Technology* by the project director in June-Sept, 2006 (Jill Jameson with Sara de Freitas of London Knowledge Lab).

Links have been set up with the University of Oxford Pedagogic Planning Tool project and the Institute of Education/London Knowledge Lab User-orientated Planner for Learning Design and Analysis project: lessons from these will be brought into the eLIDA CAMEL. As the eLIDA CAMEL is a 'test-bed' project, wider influence on the national D4L programme will emerge in due course,

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as the findings come through from project partner trials and evaluation of D4L sequences. Links with the JISC Pedagogy Experts' group have been established and the project director and deputy director will attend the forthcoming meeting of this. Requests for further training and/or support will be made in due course as necessary.

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