

# JISC Design for Learning Programme

## Project Completion Report

### Project details

<b>Project Acronym</b>	eLIDA CAMEL	<b>Project ID</b>	
<b>Project Title</b>	<b>The JISC eLIDA CAMEL Project</b> e-learning Independent Design Activities (eLIDA) for Collaborative Approaches to the Management of e-learning (CAMEL)		
<b>Start Date</b>	1 May 2006	<b>End Date</b>	31 December 2007
<b>Lead Institution</b>	The University of Greenwich		
<b>Project Director</b>	Dr Jill Jameson		
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<b>Partner Institutions</b>	JISC infoNet, Association for Learning Technology (ALT), Staffordshire University, Greenwich Community College, Barnet College, Dartford Grammar School, Leeds College of Technology, Loughborough College, Greenwich Council Education Services/ Aimhigher/ ASPIRE/ Greenwich City Learning Centres.		
<b>Project Web URL</b>	<a href="http://www.gre.ac.uk/eLIDACAMEL">http://www.gre.ac.uk/eLIDACAMEL</a>		
<b>Programme Name (and number)</b>	<i>Design for Learning</i>		
<b>Programme Manager</b>	Sarah Knight		
<b>Primary Project Themes/ Keywords</b>	Design for Learning Theme (C) <i>Implementing and evaluating learning design tools; strand (b) carrying out user evaluations on innovative tools with a learning design functionality</i> individual and collaborative case studies; post-16/HE practitioner D4L trialling; 'CAMEL' collaborative e-learning with JISC infoNet & ALT; D4Lin a community of practice; builds on JISC eLISA; lifelong learning.		

### Document

<b>Document Title</b>	Project Completion Report		
<b>Reporting Period</b>	1 May 2006 – 31 December 2007		
<b>Author(s) &amp; project role</b>	Dr Jill Jameson, Director of JISC eLIDA CAMEL Project, incorporating reports and comments from all team members, particularly including Simon Walker, Deputy Director of eLIDA CAMEL project, Rhonda Riachi of ALT, Jacquie Kelly of JISC infoNet, Professor Mark Stiles of Staffordshire University and Dr Liz Masterman, Evaluator for the eLIDA CAMEL Project.		
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## Project Description

The eLIDA CAMEL collected a series of (1) individual and (2) collaborative case studies on the implementation and evaluation of tools and systems to support design for learning in a range of post-16/HE contexts. Activity sequences and processes were tested by practitioners in different post-16/HE institutions and brought together into the 'CAMEL' model of a collaborative e-learning community organised with JISC infoNet and ALT, to reflect on, synthesise and disseminate developments in D4L within a community of practice. The project trialled D4L sequences with practitioners in London, South East, Leeds and Loughborough post-16 institutions using LAMS V1.1, V2, Moodle and, in limited ways, RELOAD. The project built a community of practice for critical evaluation of and feedback on practitioner use of D4L software and pedagogical practice. The project was structured into the following components:

- **Design for Learning evaluation** - development, implementation, monitoring and evaluation of DfL activities by practitioners in post-16/HE: London and South East, Leeds and Loughborough;
- **Collaborative on-line e-learning community activities** - development, implementation, monitoring and evaluation of practitioner's use of design for learning tools and systems in collaborative activities using CAMEL JISC infoNet model.

## Acknowledgements

Thanks to the JISC Design for Learning Programme, Sarah Knight, JISC Programme Manager, the D4L CETIS Support Project team, Glenaffric, the D4L JISC Programme Team, JISC infoNet, the Association for Learning Technology (ALT), Professor Mark Stiles of Staffordshire University, all partner colleagues in Greenwich Community College, Barnet College, Dartford Grammar School, Leeds College of Technology, Loughborough College, Greenwich Council Children's Services/ Aimhigher/ Greenwich City Learning Centres, Mark Barrett-Baxendale of Liverpool Hope University for session on RELOAD, Antony Coombs of Bexley College for session on Design for Learning pedagogy, Dr Liz Masterman of the University of Oxford Learning Technologies Group for the Evaluation and Case Studies report, and to all partner institutional staff helping and supporting the team during the eLIDA CAMEL visits.

## Executive Summary

**Project Aims:** (1) to contribute to JISC D4L programme theme *C) Implementing and evaluating learning design projects* (May, 2006 – Dec., 2007); focusing on (2) *DfL strand (b) carrying out user evaluations on innovative tools with a learning design functionality*; (3) D4L activities collecting case studies & sequences on D4L implementation and evaluation in post-16/HE in (4) a collaborative community of practice.

**Project Objectives:** (1) contribute to theme C by trialling and evaluating D4L sequences with post-16/HE practitioners in London, South East, Leeds & Loughborough using LAMS V1.1, V2, Moodle and RELOAD; (2) deliver DfL training and activities, collect individual and collaborative case studies, sequences and an evaluation report; (3) bring together, monitor and evaluate 10-20 DfL case studies and sequences from post-16/HE partners into 'CAMEL' e-learning community of practice with JISC infoNet, ALT, to reflect on, synthesise and disseminate results; (4) build a community of practice for critical evaluation of/feedback on practitioner D4L software use and pedagogical practice using a project Moodle and face-to-face visits.

**The eLIDA CAMEL Design for Learning Approach:** The eLIDA CAMEL community of D4L practice approach built on prior JISC Learning Design work, LAMS evaluation, DfL pedagogy, JISC-funded LD (LAMS evaluation, RELOAD) open source development (LAMS V1.1, LAMS V2, Moodle) using a CAMEL community of e-learning practice model, building on eLISA Project findings & pedagogic practitioner work.

### Strategy, methodology, structure and processes:

- (1) **Design for Learning evaluation** using a grounded 'seed-bed' methodology: development, implementation, monitoring and evaluation of DfL activities by practitioners in post-16/HE;
- (2) **Collaborative e-learning community activities strategy** to implement & evaluate practitioner e-learning in a community of practice in the CAMEL JISC infoNet model. **Project sub-processes were:**
  - Set up overall programme structure, complete project plan and work package overview;
  - Project initiation agreements, Moodle set up; planned structure for collaborative visits/activities;
  - D4L training for practitioners, mentoring, support *Phase 1 May-Oct 2006*;
  - Trials of LD sequences and student evaluations *Phase 2 Sept/Oct, 06 – Dec 07*;
  - Summative evaluation *Phase 3 (Dec, 07: formal end, final evaluation Jan 08)*
  - Dissemination *Phase 4 – carried out continuously June 2006 – 2008-09*.
  - CAMEL visits - throughout phases 1-4, CAMEL team visits interwoven throughout.
  - JISC-funded DeL eLISA pedagogic approach led by Helen Beetham was developed.
  - The project built on earlier successful JISC infoNet CAMEL and ALT work linked with CAMEL.

**Findings:** The eLIDA CAMEL successfully produced design for learning sequences, 14 comprehensive individual case studies and 7 collaborative case studies to illustrate effective pedagogic use of LAMS V1.1-V2, Moodle and related tools, investigating re-use of learning designs and sharing effective practice in D4L via a community of users. Limited uses of RELOAD were considered. eLIDA team members collaborated in evaluating practitioner DfL pedagogic practices in visits carried out in the programme.

**Achievements:** The project achieved its aims, collecting 14 DfL practitioner and 7 collaborative case studies, including process-based user reflections and examples of LD processes. These include case participants' evaluations of 14 learning activity sequences run in four participating Post-16/FE/HE institutions. Overall, the 14 comprehensive D4L case studies included 5 three-part case studies and 9 two-part case studies, plus 7 case studies on collaborative aspects of the project. Case studies incorporated web-based materials, diaries of practitioner reflections, designs for and examples of learning design sequences, video-clips and examples of student work. Case studies described the context, learning and teaching situation, pedagogic intentions, design for learning processes, results and evaluation of the trialling of learning design tools in the classroom. The project investigated online and offline e-learning in terms of, i.e., blend, simple and complex branching, manual groupings rather than random, teacher/learner control. Technologies and resources used in the project included tools within LAMS and Moodle: chat, forums, quizzes, web pages, journals, presentations, labels, glossaries as well as external resources. Worksheets, NLN objects, Flash, PowerPoint, podcasts, video, word and PDF documents, hot potatoes quizzes, QUIA quizzes, interactive material from other sites, Camtasia, scorm activities, assets from JORUM, images and Quick Topic were all cited by partners in the project wiki.

**Conclusions:** The eLIDA CAMEL produced a range of rich, useful case studies and design for learning sequences, including feedback from practitioners trialling D4L and reflections from key partners ALT, JISC infoNet and Staffordshire University. Overall, the project resulted in some very useful D4L outcomes and processes. Feedback from participants & students was excellent. The CAMEL e-learning community of practice model was effectively trialled and extended in innovative ways to D4L pedagogic contexts.

## Project outputs

- **Training materials** created for practitioner training workshops were produced on design for learning and will be shared with other projects in the programme through the project support website. These will also be made available to the JISC and to wider DfL/LD projects. Access – via *CETIS wiki, project website and JISC*.

*Knowledge, experience and impact:*

The training materials created for the practitioner training workshops in the project will be made available to the JISC DfL Programme Projects and the wider DfL/ LD communities so that knowledge and experience gained in the project can be shared for maximum impact.

- **A written report** on the eLIDA CAMEL project, including recommendations for the development of design for learning and collaboration for communities of practice in this. Access – via *JISC, project website and CETIS wiki*.

*Knowledge, experience and impact:* The final eLIDA CAMEL report will disseminate the results of the knowledge, experience and findings of its work on design for learning sequences trialled by practitioners in the classroom. The project will have impact on the wider UK teaching and learning community regarding the overall observations and findings derived from the project;

- **Individual and collaborative case studies** (21) including 14 comprehensive practitioner case studies on design for learning activities, processes and outcomes with learners and 7 collaborative case studies re. the communities of practice aspects of the project. Overall, the 14 D4L case studies included 5 three-part case studies and 9 two-part case studies, plus 7 case studies on D4L collaboration using the CAMEL communities of practice model. Case studies incorporated web-based materials, practitioner reflections, designs for and examples of learning design sequences, video-clips and examples of student work. Case studies described the context, learning and teaching situation, pedagogic intentions, design for learning processes, results and evaluation of the trialling of learning design tools in the classroom and in discussions with partners. Access – via *JISC, project website and CETIS wiki*.

*Knowledge, experience and impact:*

The individual and collaborative case studies provide exemplars of detailed practitioner use of LAMS, Moodle and reflections on the use of RELOAD in design for learning sequence preparation, trialling, uptake and reflections on classroom use in lifelong learning environments. The reflections of practitioners, individually and collaboratively, and the findings from evaluations conducted with learners on the use of sequences are included in the case studies, which provide examples for the wider JISC teaching and learning and pedagogic e-learning research communities. Their dissemination and impact will stimulate others to attempt similar activities in the classroom.

- **A series of dissemination events and products** linked to the eLIDA CAMEL, including full and short papers, a newsletter and other outputs focusing on specific aspects of the project (for example relating to the CAMEL model, the definition of learning design, examples of the use of learning design, generic sequences and discussion of issues relating to re-usability and related issues). Access – via *JISC, project website and CETIS wiki*.

*Knowledge, experience and impact:*

The dissemination activities of eLIDA CAMEL share the knowledge and experience gained in the project with a wide range of interested e-learning practitioners and researchers in a variety of presentations and publications.

- **A final data collection** that will be made available to the JISC and to other DfL/LD projects. Access – via *JISC, project website and CETIS wiki*.

*Knowledge, experience and impact:*

The data collection from the eLIDA CAMEL, including project management reports, design for learning sequences, evaluation data and outputs, is being made available to the JISC and LD communities so that overall knowledge and experience gained can be shared for maximum impact.

## Project outcomes

Briefly summarise the main outcomes (changes in state or behaviour) as a result of the project activities. Refer to other outputs, reports and papers as appropriate.

**(1) increased individual pedagogic understanding of the value of and issues relating to DfL;** An increased pedagogic understanding of the value and purposes of design for learning activities has been achieved overall by individual practitioners and learners participating in the project.

### *Impact:*

Increased pedagogic understanding of the value of design for learning and issues relating to its use by practitioners has resulted from the project. This has already impacted on the UK teaching, learning and research communities working on e-learning for 14-19+ and higher education and all partner institutions have taken up design for learning activities in sustainable ways using in-house resources.

**(2) greater knowledge of e-learning tools, activities and systems to support DfL** relating to practitioner case studies in teaching and learning, linked with prior work re. DfL in the JISC Pedagogy strand has been achieved;

### *Impact:*

The data collection from the eLIDA CAMEL, including project management reports, sequences, evaluation data and outputs, is being made available to the JISC and LD communities in order that the overall knowledge and experience gained in the project can be shared for maximum impact.

**(3) improvements in shared understandings re. DfL/LD** within learning technologies – a great deal of work has been achieved in this, as evidenced in practitioner reflections, project partner feedback and the results of learner questionnaires. The collaborative social networking and shared knowledge creation achieved in the community of practice element of the project has been highly successful and all partner institutions involved in the project have taken up further design for learning work in some way as a result.

### *Impact:*

Overall improvements in **shared** understandings regarding design for learning/LD and its use within learning technologies usage will be included in the findings from the eLIDA CAMEL, and will be made available to the JISC and DfL/LD communities in order that the overall knowledge and experience gained in the project can be shared for maximum impact. Formative and summative evaluation reports from the eLIDA CAMEL are intended to be of value to organisations wanting to replicate or build upon the approach taken in the project.

## Project team members

**eLIDA CAMEL Project Partners:** the University of Greenwich, JISC infoNet, Association for Learning Technology (ALT), Staffordshire University, Greenwich Community College, Barnet College, Dartford Grammar School, Leeds College of Technology, Loughborough College, Greenwich Council Education Services/ Aimhigher/ ASPIRE/ Greenwich City Learning Centres.

### **Lead contacts:**

All key partners in the project are still in the same professional roles as when the project started, with the exception of Rhonda Riachi, who has moved on from her role as Director of ALT to take a sabbatical.

- Dr Jill Jameson, Director of Research, Director of eLIDA CAMEL and JISC eLISA. [j.jameson@gre.ac.uk](mailto:j.jameson@gre.ac.uk)
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- Philip Noakes, City Learning Centre Scheme Manager, Greenwich LEA, LB Greenwich, [PNoakes@greenwich.gov.uk](mailto:PNoakes@greenwich.gov.uk).

### eLIDA CAMEL Dissemination activities

Timing	Dissemination Activity	Audience	Purpose	Key Messages
JISC events in 2006-07	JISC Programme Meetings and JISC Pedagogy Experts Group meetings in 2006-07: presentation, workshop/discussion.	JISC Pedagogy Group members and other invitees.	Dissemination of key early results from and outputs of the project.	Interim findings from the project and reflections to key JISC group.
ALT-C 2007	Presentation of paper on eLIDA CAMEL	ALT members, ALT-C conference participants, wider e-learning community	Dissemination of interim results of project	Overall findings of eLIDA CAMEL.
ALT-C 2007	Symposium on eLIDA CAMEL	ALT members, ALT-C conference participants, wider e-learning community	Dissemination of interim issues and case studies arising from project	Detail of project outputs.
EMERGE Project 2007-08	Slide presentation, blog entries and other presentations on eLIDA CAMEL	EMERGE project members, wider e-learning community	Dissemination of key details of the project	Introduction to the project, key purposes and interim findings
<a href="#">eLearning@Greenwich</a> conference 2007	Paper on eLIDA CAMEL	Conference participants, wider e-learning community	Dissemination of interim issues and case studies arising from project	Detail of interim project outputs.
ALT-C 2008	Presentation of paper on eLIDA CAMEL	ALT members, ALT-C conference participants, wider e-learning community	Dissemination of final results of project	Overall findings of eLIDA CAMEL.
ALT-C 2008	Symposium on eLIDA CAMEL	ALT members, ALT-C conference participants, wider e-learning community	Dissemination of issues and detailed case studies from project	Detail of project outputs.
ICEL 2008 International Conference on	Paper on eLIDA CAMEL	Wider e-Learning international	Dissemination of final results of the project	Detail of project outputs, outcomes and

e-Learning		community		processes together with critique of key issues arising
2008	Journal article on eLIDA CAMEL e-learning findings re. design for learning community of practice with practitioners: pedagogic focus.	Wider e-learning UK HE-FE community and JISC communities	Dissemination of results of project and evaluation overview within methodological framework.	Theoretical e-learning pedagogic model deriving from the project.
2006-09 Website dissemination: JISC and project websites	Presentations of results of eLIDA CAMEL e-learning findings re. design for learning community of practice with practitioners: pedagogic and DfL focus, including downloadable case studies and DfL sequences.	Wider e-learning international and UK HE-FE e-learning communities.	Dissemination of results of project and evaluation overview within methodological framework.	Detailed access to project data collection and case studies, plus DfL sequences. Theoretical e-learning and outcomes of design for learning summative reflections, plus pedagogic model deriving from the project.
eLearning@ Greenwich conference 2008	Paper on eLIDA CAMEL	Conference participants, wider e-learning community	Dissemination of final issues and case studies arising from project	Detail of final project outputs.
Regional Support Centre events 2008 in London and South East.	Regional Support Centre presentation at workshops and other FE events; also key contact re. dissemination of reports and other outputs. <a href="http://www.rsc-southeast.ac.uk">http://www.rsc-southeast.ac.uk</a> <a href="http://www.rsc-london.ac.uk/cms/">http://www.rsc-london.ac.uk/cms/</a>	JISC Regional Support Centre invitees to RSC events in South East and London, notably to FE e-learning participants.	Dissemination of key early results from and outputs of the project; dissemination of final report and findings.	Interim findings from the project and reflections to key Regional Support Centre invitee groups; Final presentation on project outputs.
AACE ED-MEDIA and/or E-LEARN 2008	Presentation of paper on eLIDA CAMEL e-learning findings re. design for learning community of practice with practitioners: pedagogic and DfL focus.	Wider e-learning international e-learning community	Dissemination of results of project and evaluation overview within methodological framework.	Theoretical e-learning and outcomes of design for learning summative reflections, plus pedagogic model deriving from the project.

## Synergies

- The project established links with the Liverpool Hope University's JISC LD4P project, notably with Mark Barrett-Baxendale, who came to the Leeds eLIDA CAMEL visit to deliver a presentation on RELOAD, discussed this with the eLIDA CAMEL team regarding practitioner use of LD/D4L and comparability with LAMS and is also setting up a workshop with team members to carry out

pedagogic trialling of RELOAD re. the development of IMS LD authoring tools suitable for practitioners to use.

- Links with Glenaffric were productive and project members participated with fair regularity in filling in the critical incident analysis feedback on the Glenaffric moodle for D4L Projects.
- the eLIDA CAMEL was selected to be one of those participating in EMERGE and in the evaluation of EMERGE and helpful links were established with the EMERGE project.
- Good links were established with the CETIS D4L Support Project team and this will continue as the project team continues to work with CETIS Support to ensure that CETIS wiki project outputs are accessible and updated re. findings from the eLIDA CAMEL project.
- Good links were continued with the Phoebe Pedagogic Planner project at Oxford University and several visits and development activities are arranged to take this work forward. The evaluation work carried out by Dr Liz Masterman of OUCS complements this partnership.
- Excellent links were continued with Professor Mark Stiles at Staffordshire University regarding his role as critical friend to the project and the potential for future developments.
- Excellent links were built on with ALT, JISC infoNet and all eLIDA CAMEL partners as part of the eLIDA CAMEL project, continuing and extending into new project proposals and other related developments between a number of partners and additional collaborators.
- Good links were begun with Leeds University (Dr John Sanders) for the development of a new project linked with the communities of practice element of eLIDA CAMEL and communal digital storytelling.

## Sustainability

Project Outputs	Action for Take-up & Embedding	Action for Exit
A written report on the eLIDA CAMEL	Uploading of report to JISC, CETIS and Project websites. Ensure availability and currency of web access for 3-5 years following end of project.	Preservation and maintenance of data –standards being set and procedures agreed for this.
Individual (14) and collaborative (7) case studies from practitioners and other team members.	Uploading of case studies to JISC, CETIS and Project websites. Ensure availability and currency of web access for 3-5 years following end of project.	Preservation and maintenance of data –standards being set and procedures agreed for this.
A series of disseminations on the results of the eLIDA CAMEL project.	Uploading of disseminations to JISC, CETIS and Project websites. Ensure availability and currency of web access for 3-5 years following end of project.	Preservation and maintenance of data –standards being set and procedures agreed for this.
A final data collection on the project.	Uploading of data collection to JISC, CETIS and Project websites. Ensure availability and currency of web access for 3-5 years following end of project. Ensure DfL sequences made available to JORUM and other appropriate digital repositories.	Preservation and maintenance of data –standards being set and procedures agreed for this.
Project final report, sequences and outputs	Actions, particularly in the final phase of the project, to encourage continued use and take-up of project outputs (e.g. learning designs/case studies) within the partner institutions.	Preservation and maintenance of data –standards being set and procedures agreed for project partners to take up continued use of project outputs.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Practitioner and collaborative case studies on Design for Learning in LAMS, Moodle and notes on RELOAD.	Long-term transferability of lessons gained from practitioner engagement with learning and teaching issues, issues of re-usability and pedagogic design.	Discussions with JISC on the longer-term preservation of the detailed case studies.	Discuss with JISC and CETIS Support Teams.
Practitioner and collaborative sequences following Design for Learning principles in LAMS, Moodle and RELOAD.	Long-term transferability of lessons gained from practitioner engagement with learning and teaching issues, issues of re-usability and pedagogic design.	Discussions with JISC on the longer-term preservation of the detailed case studies.	Discuss with JISC and CETIS Support Teams.
Project final report, sequences and outputs	Actions, particularly in the final phase of the project, to encourage continued use and take-up of project outputs (e.g. learning designs/case studies) within the partner institutions.	Discussions with partners on preservation and maintenance of sequences and outputs – ensure standards set and procedures agreed for project partners to take up continued use of project outputs.	Discuss with Project partners, JISC infoNet, ALT and JISC programme manager.
Model of community of practice collaboration developed under CAMEL and eLIDA CAMEL.	Long-term transferability of lessons gained from CoP practitioner engagement with learning and teaching issues, issues of re-usability and pedagogic design.	Discussions with JISC infoNet and ALT on the longer-term preservation of the detailed case studies.	Discuss with JISC infoNet, ALT, JISC and CETIS Support Teams.

### Key messages

Key lessons learned from the eLIDA CAMEL project are the following:

- For future projects –
  - Design for learning implementation and evaluation by practitioners benefits greatly from structured social networking processes developed in a long-term community of practice. The processes involved in a communities of practice approach are exceptionally valuable in fostering mutual supportive critique that can help to take individual practitioner development forward;
  - Valuable lessons in the pedagogic processes involved in design for learning can be achieved if sufficient resources are allocated to practitioners and institutions with an interest in participating in these e-learning developments.
  - Combining and building on expertise developed in two prior different e-learning projects can give projects an 'edge' at start-up, particularly when the partners are already well known to each other;
  - A process of D4L development that leads to maturity, progress, confidence and ultimately sustainability, as experienced within the project partnership, derives from four main elements of: (1) individual expertise in teaching and learning; (2) intellectual design

rooted in understandings of classroom practice; (3) social awareness and competence fostered through mentoring and engagement in a community of practice; and (4) effective team leadership, management and resource allocation for social knowledge-building processes in a longer-term trusting partnership to develop confidence and mutual critique, stimulated and supported by 'critical friendship';

- Sharing effective practice in learning and teaching using D4L remains the key priority for project practitioners engaged in developing D4L pedagogy. Practitioners enjoy being able to plan a variety of interesting activities for students using technology, choosing from a wide range of activities;
  - As practitioners become more confident in their design for learning practices with one another, and in the experience of sharing and critiquing one another's designs, the trend towards re-usability of design for learning sequences appears to increase markedly.
  - A D4L system (in this context LAMS, Moodle or Moodle integrating LAMS) can improve practitioners' thinking and planning skills and will be adopted if it: (1) fits the way practitioners normally plan for learning and (2) enables a variety of appropriate activities within a logical sequence for students to perform to meet identified outcomes and can (3) integrate with existing resources, e.g. powerpoint, created by staff that may be easily uploaded.
- JISC –
    - The approach adopted by the project confirms the definition for Design for Learning outlined by Beetham (2007) as...*"a set of practices carried out by learning professionals... defined as designing, planning and orchestrating and structuring learning activities which involve the use of technology, as part of a learning session or programme with the progressive involvement of learners"* and this definition has proved its usefulness for practitioners and other participants in the eLIDA CAMEL project team;
    - The CAMEL community of e-learning practice model developed by JISC infoNet, ALT and CAMEL partners has provided significant long-term value for JISC and the e-learning community and should be taken forward in a range of new ways, drawing on the lessons of CAMEL, eLIDA CAMEL and a range of related projects;
    - Participation in JISC Programme Meetings by project teams is beneficial and leads to a range of networking activities that can assist project development;
    - A 'light touch' well-planned summary reporting process for interim project reporting is helpful when projects are working effectively;
    - Support Projects such as the CETIS D4L Project work effectively by making proactive contact with JISC projects and individual visits to project leaders;
    - Participation in 'critical incident' reporting and analysis in an evaluation project is helpful for project team leaders in assisting reflection on project processes;
    - It is beneficial to allow projects to have an agreed small extension if the project leader makes a reasonable request backed up with a sound rationale and timescale for ending and reporting on the project;
    - An allocation of £60,000 is on the small side for a project lasting 18 months;
  - The further and higher education sectors –
    - Whilst learning technologies and processes used in the HE & FE sectors may be different, practitioners can learn much from one another through participation in a joint externally funded project. Stiles (2007) suggests that HE practitioners in particular can learn much from their peers in FE about use of technology in classroom situations. A structured HE-FE community of practice approach assists this.

## Financial Statement

A project financial statement is produced below. There has been no major variation from the expended expenditure. There has, however, been an additional allocation to the project team by the University of Greenwich from RAE funds (£10,000 in 2006-07 and £10,000 in 2007-08) for the project, which has been used to pay for the participation of the 'critical friend' to the project; enhance the existing allowance for an

evaluator for the project to work on the case study report and pay for additional dissemination activities. The allocation of additional funds locally has been invaluable and has greatly assisted in the smooth functioning and slightly extended completion activities in the final visits October – December, 2007.

**JISC eLIDA CAMEL February, 2006: Project Budget**

<b>JISC funded costs</b>		FTE	May 06 - Sept 06	Oct 06 - May 07	June 07 - Oct 07	Total
<b>Direct staffing and coordination costs</b>						
Greenwich: Project management x £120 hr full cost £120 x 10 hours x 18 months	0.20	21,600	5 months 7,200	8 months 7,200	5 months 7,200	14,400
JISC infoNet and ALT project costs for CAMEL	n/a	n/a	5,000	5,000	5,000	15,000
Practitioner one-off payments x £200 each	n/a	n/a		2,400		2,400
Partner liaison and partner contributions x £3,500 each	0.15	n/a	21,000			21,000
Greenwich Administration and Financial management						6,100
<b>Sub-total for direct staff costs</b>						<b>58,900</b>
<b>Travel &amp; Subsistence</b>						
Travel and subsistence (including meeting costs)						1,000
<b>Dissemination</b>						
Publication and printing costs included above in JISC infoNet coordination costs						0
Stationery and postage costs						100
<b>Sub-total for non-staff costs</b>						<b>1,100</b>
<b>Total JISC funded contribution</b>			<b>33,200</b>	<b>14,600</b>	<b>12,200</b>	<b>60,000</b>
<b>Consortium funded</b>						
	FTE	Monthly rate	May 06 - Sept 06	Oct 06 - May 07	June 07 - Oct 07	Total
<b>Staffing costs</b>						
University of Greenwich - eLIDA project management	0.10	483	2,415	19,320	2,415	24,150
University of Greenwich - technical staffing	0.05	153	459		1,836	2,295
Practitioners' institutional allocation additional time	0.20					7,000
JISC infoNet and ALT management and support time						5,000
<b>Sub-total</b>						<b>38,445</b>
<b>Other costs contributed by partners</b>						
University of Greenwich e-learning TQEF allocations						7,500
Greenwich 14-19 Forum support						5,000
Staff development, conferences, travel etc.						3,500
Contribution of U Greenwich for free use of rooms and facilities (Maritime Greenwich) for 4 meetings @ estimated £500 per meeting						25,000
<b>Sub-total</b>						<b>41,000</b>
<b>Total consortium funded</b>			<b>£2,874</b>	<b>£19,320</b>	<b>£4,251</b>	<b>£79,445</b>

eLIDA CAMEL Project Team  
The University of Greenwich  
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