

It is intended that the methodological report, analysis of student data, artefacts and external data to support guidelines will be completed by August 2008. It is also hoped that initial data in-put for the web pages and guidelines will be available at a similar time, although it is expected that the artefacts and guidelines will continue to grow in number during the remaining months of the project.

Examples of student participation will continue to be available on the LexDis blog.

<http://blog.lsl.ecs.soton.ac.uk/lexdis>

Section Three: Outputs, Outcomes and Deliverables

The deliverables of the project, with the advice and guidance of the Support and Synthesis team, continue to include:

- 30 case studies describing disabled learners' different experiences of learning and the role e-learning and other technologies plays in those experiences – *These will be seen as individual web pages on the LexDis website as part of the database which will also offer the issues they have discussed and the strategies they have used to overcome any difficulties.*
- A summary report detailing how the research questions have been addressed and drawing out lessons learned from the particular institutional context; - *This will highlight how questions were re-formulated in Phase 1 (web link) to make up part of the Learner Profile and the outcomes from the interviews as part of Phase 2 with guidelines for staff and students.*
- A brief methodological report outlining the tools and techniques used, together with any tools developed and any transcripts produced; *This will highlight the participatory nature of the project, the development of the database that holds data gathered from the students transcripts with quotes and artefacts. The coding methodology and the tools used.*
- A critique of the chosen methodology;
- Recommendations and guidance for practitioners, support staff, institutional managers, learners, content providers, instructional designers, technical and program developers.- *These guidelines will be available through the on-line database via browse or search features.*

The key findings to date that appear particular to this group of disabled students when compared to earlier findings in the Lex projects are:

- having to learn about new assistive technologies to assist learning at the beginning of a university career,
- having less time compared to other students to work online due to time taken up coping with issues related to disability,
- and the need to juggle technologies more effectively and in an agile way to assist learning.

The themes that have been linked to the LexDis project are available on the wiki

<https://mw.brookes.ac.uk/display/JISCle2/Themes/> Access, Personalisation, Change and Transition, Institutional level practices.

Section Four: Dissemination

Collaboration has occurred between the LexDis and LEAD projects in relation to the issues that can arise for students with specific learning difficulties and with the E4L project in sharing data and interview and coding methodologies with NVIVO. Interview practices will be shared at the Greenwich conference.

LexDis project members have presented workshops and a poster for the Learning and Teaching Enhancement Unit Good Practice Lunches and the Learning and Teaching week at the University of Southampton. http://www.soton.ac.uk/lateu/individuals/L&T_week/ltw2008.html The project has also received further funding to enhance the support offered to members of staff to produce a toolkit and desktide coaching. A workshop has been held with the Learning Differences Centre and will be repeated with a local tutor group for students with specific learning difficulties including dyslexia. The Adult Scottish Dyslexia consortium has also asked for a workshop on the LexDis findings as have the JISC South Eastern Regional Support Group.

Past conference presentations are available on the LexDis website at <http://www.lexdis.ecs.soton.ac.uk/presentations/index.php> and the BDA International Conference (<http://www.dyslexic.com/bda-international-08>), Conference In the future include NADP Annual Conference, ED-MEDIA 2008, e-learning@greenwich/conference, ALT-C 2008 - Rethinking the digital divide, NADP Assistive Technologies Conference (title to be confirmed)

These conferences are aimed at those working in the Higher and Further educational field both in academic and specialist areas such as disability practitioners and assistive technologists.

Section Five: Evaluation

Evaluation to date has mainly been in relation to the implementation of the on-line database for data entry. Those students who have already provided strategies in the form of PowerPoint slides or text with graphics and audio files have viewed their entries and commented on the output. Three other students and a member of the Advisory Group have tested the accessibility and are developing methods to ensure keyboard access to the audio player etc. Transcriptions have been sent to students and this process has resulted in some corrections but also additional data and re-thinking of strategies. The participatory nature of the project has meant that students are constantly evaluating their contribution and the use of MSN and Skype messaging has been used for more immediate checks on accessibility, browsing the database and development of content for the web pages. The Advisory group have also been asked for comments and will be involved in reviewing materials as they are added to the database.

Section Six: Issues and Challenges

Copyright issues and a fear of embarrassing some members of faculty have resulted in examples of poor practice being developed as 'samples' rather than actual teaching and learning materials provided to students. This takes time but means that permissions do not have to be sought on every occasion. Permission to use examples of good practice also takes time to collect - for example lecturers using video with audio and text which have proved very helpful for several students.

Development of the database to hold the project outputs has been a challenge and issues that have arisen have been solved by support from LexDis students who have provided ideas and practical input as well as other colleagues in the Learning Societies Lab.

Case studies are covering a very wide range of issues and as such will lead to a considerable number of guides for staff and students. Many are linked to work already carried out by TechDis (e.g. http://www.techdis.ac.uk/index.php?p=3_20) so that there is a positive gain in that the policies and procedures suggested by the service will be linked to student practices.

Qualitative data available from the Learner Profiles, although easy to add to the NVivo classification section, is perhaps more easily developed into graphs and charts by using Excel.

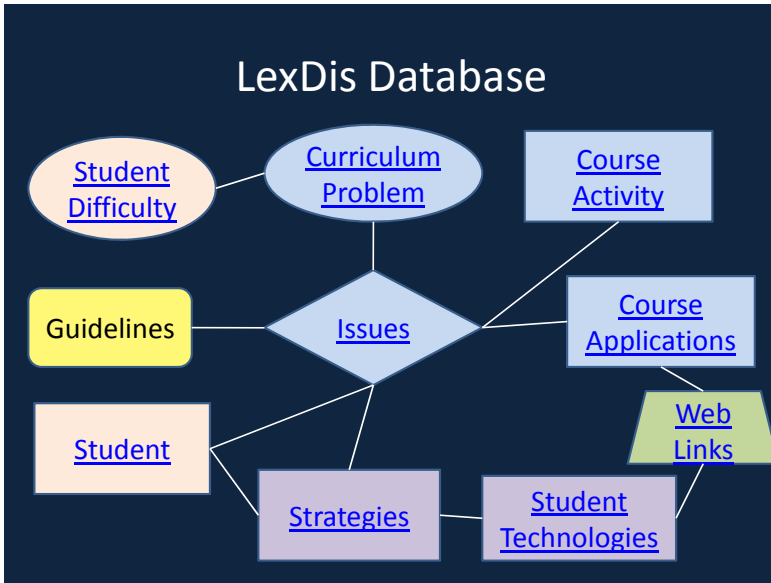
Section Seven: Support

The support workshops have provided a chance each time to step away from the project and listen to others' issues as well as network on subjects of concern. Each time away has been stimulating as well as allowing time for reflection when one tends to just continue on the journey.

E-mails and discussions in meetings with the synthesis and support group team have been very helpful and following the wiki for other ideas and literature on the subject as well as the progress of other projects has also helped.

As mentioned we have been in touch with LEAD and e4L and also Thema for discussions about data gathering and coding. The main gain from the collaboration has been a mutual sense of well-being.

LexDis Database Layout



Links between data tables

Sample website design – more choices will be made available



LexDis Office | Students Manager

On-line data in-put with menus – student web page sample.

Appendix B. Workpackages



WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Project start date 01/04/07		M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F
1:Project Planning			☑	→																					
2:Project Website		☑	→																						→
3: Communication		☑	→																						
4: Student recruitment Phase 1 - all inclusive					→																				
5: Phase 2 - purposive																									
6: Data collection																									
7: Data Analysis						→																			
8: Evaluation /Reporting					T*	→	AG*		JISC						JISC				AG*		JISC				JISC
9: Dissemination																									→
10: Exit Strategy																									
* Team *AG - Advisory Group																									

Project start date: 01/03/07

Project completion date: 27/02/09

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: Website Objective: To provide project management for the project.					
1. Produce project plan, workpackages, budget, risk log, dissemination plan, exit/sustainability	01/03/07	11/05/07	Draft project plan delivered to team, Corrections, full project plan delivered	Sign-off by team, Sign-	EA with

Learners Experiences of e-Learning Programme

strategies.			to JISC.	off by JISC.	support from MW&JS
2. Recruit project personnel	01/03/07	30/03/07	Research Fellow in place 23/04/07	Completed	MW/JS
3. Implement project Advisory group	21/05/07	30/06/07	Advisory Group in place.	Completed	EA
WORKPACKAGE 2: Website					
Objective: Produce Project Website					
4. Develop content for website	01/04/07	on-going	Website content available to public.	Sign-off by team	EA
5. Tip and Tricks for students using technologies. Made available on October 2007	01/05/07	31/10/07		Completed	EA
6. Maintain LExDIS Support and Synthesis wiki at Oxford Brookes.	23/04/07	27/02/09		Sign-off by JISC.	EA
WORKPACKAGE 3: Communication					
Objective: Maintain communication with internal staff, Programme manager and external interested parties					
7. Team Communication	01/03/07	27/02/09	Minutes of meetings/emails - weekly	Sign-off by team	Team
8. Academic and Student Services Staff - University of Southampton	01/04/07	on-going	Meetings/emails at regular intervals	Sign-off by team	Team
9. JISC and Support and Synthesis Group and other e-learning projects	01/03/07	27/02/09	Conferences/Meetings/emails/ at regular intervals - wiki and website	Sign-off by JISC.	EA
10. External interested parties	01/04/07	on-going	Conferences/Meetings/emails/website	Sign-off by JISC.	Team
11. Interim Report for JISC	31/07/07	15/10/07	Draft to Advisory Group and Team - Final version of report to JISC.	Completed	Team

Learners Experiences of e-Learning Programme

WORKPACKAGE 4: Student recruitment Phase 1 - all inclusive					
<u>Objective:</u> Participation of maximum number of disabled students					
12. Ethics Committee and Student Services support	03/05/07	On-going	Acceptance of outline questions and support of project	Sign-off by team	Team
13. Reformulate questions with students	22/05/07	30/09/07	Pilot / Questionnaire acceptable to participants and Advisory Group - evaluation of changes made.	Completed	EA
14. Data Analysis from initial questionnaires and contact with students from Phase 1	01/07/07	30/09/07	Analysis and report on outcomes of initial questionnaire, e-mails and discussions with students.	Completed	EA
WORKPACKAGE 5: Phase 2 - purposive					
<u>Objective:</u> Recruitment of those students who agreed to participate during Phase 1					
15. Participatory research methodology - initial discussions, implementation and on-going evaluation.	11/06/07	30/06/08	Analysis and report on Methodologies	Sign-off by T & AG Group	JS
16. Interviews/ participation/development of artefacts	11/06/07	31/08/08	Analysis of interviews - summary report	Sign-off by T & AG Group	
WORKPACKAGE 6: Data collection					
<u>Objective:</u> Systematic Storage and re-formatting of data					
17. Collection of Data from participants	11/06/07	30/06/08	Raw data available to team	Sign-off by team	EA
18. Accessible Multimedia artefacts	25/06/07	31/08/08	Data available to Advisory Group & team with captions, text descriptions, etc.	Sign-off by T & AG	EA

Learners Experiences of e-Learning Programme

YEAR 2					
WORKPACKAGE 7: Data Analysis					
Objective: Evaluation of all the data and artefacts collected					
19. Analysis of interview data from Phase 2	30/07/07	30/06/08	Synopsis of transcripts accepted by individual participants	Sign-off by team	EA
20. Analysis of artefacts provided by participants	01/01/08	30/06/08	Agreement with participants, team and advisory group as to which artefacts are used for dissemination.	Sign-off by T & AG	EA
21. Analysis of external data gathered in relation to the project.	01/01/08	31/08/08	Agreement with team as to inclusion of external data relating to the project e.g. accessibility guidelines etc.	Sign-off by team	EA
WORKPACKAGE 8: Evaluation /Reporting					
Objective: Evaluation of methodologies used and completion of progress and final reports					
22. Progress report including financial statement	01/03/08	15/04/08	Draft to Advisory Group and Team Itemised report of progress to date to JISC	Sign-off by T,AG & JISC ¹	EA
23. Final evaluation of the questions used and Research Question Report	31/01/08	30/06/08	Draft summary report detailing how the research questions have been addressed and drawing out lessons learned from the particular institutional context;	Sign-off by T & AG Group	EA
24. Final evaluation of the methodology used and Methodological Report	31/01/08	30/06/08	Draft of a brief methodological report outlining the tools and techniques used, together with any tools developed and any transcripts produced	Sign-off by T & AG	JS
25. Methodology Critique	31/01/08	30/06/08	Draft report of a critique of the chosen methodology	Sign-off by T & AG	JS
26. Recommendations/Guidelines on accessible e-learning and the use of Assistive Technologies	31/01/08	31/08/08	Draft recommendations and guidance for practitioners, support staff, institutional managers, learners, content providers, instructional designers, technical and program	Sign-off by T & AG	EA

¹ Sign-off by Team and Advisory Group, Sign-off by JISC.

Learners Experiences of e-Learning Programme

			developers		
27. Summary Report to Student Services and Advisory Group	01/07/08	31/08/08	Summary report with S&S wiki update	Sign-off by T & AG	Team
28. Interim Report for JISC	01/09/08	15/10/08	Interim report to JISC	Sign-off by JISC.	Team
29. Draft of Final Report to Advisory Group and Final Report to JISC	15/11/08	27/02/09	Draft to Advisory Group and Team - Final version of report to JISC.	Sign-off by T, AG & JISC	Team
<i>WORKPACKAGE 9: Dissemination</i>					
Objective: Gain maximum exposure of the project					
30. Awareness (of existence and purpose of project)	31/05/07	31/12/07	e-mail forums. Website, flyers and newsletters as per project plan.	Sign-off by team	Team
31. Understanding (how relevant to own practice)	01/01/08	31/12/08	Workshops, presentations and case studies on website as per project plan.	Sign-off by team	Team
32. Articles and papers submitted for publication	01/06/08	On going	Published papers and articles	Sign-off by team	Team
33. Deskside coaching, workshops and dissemination through the LATEU ² 'ElexDis' project at the Uni. of Southampton	20/02/08	27/02/09	To run in parallel with the LexDis Project dissemination to faculty at the University of Southampton	Sign-off by team	EA
<i>WORKPACKAGE 10: Exit Strategy and continuation</i>					
Objective: Ensure project work is not lost					
34. Exit Strategy and continuation	30/09/08	On going	Links between LExDis and other Institutional Projects/Groups and TechDis and on-going maintenance of website.	Sign-off by T & AG	Team

Members of Project Team:

MW - Mike Wald, JS - Jane Seale, EA - E.A. Draffan

² LATEU – The Learning and Teaching Enhancement Unit have funded a project to share what has been learnt from the LexDis project across the University of Southampton and to provide 'desk-side' guidance to enhance good practice in the provision of on-line learning materials.