

## **Appendix A: Activities for the e-learning and Pedagogy Strand – Designing for Learning**

*Objectives, activities and outputs in italics are completed and do not appear in the work plan for year 2. Note that all outputs are available from the e-Learning and Pedagogy website [http://www.jisc.ac.uk/elearning\\_pedagogy.html](http://www.jisc.ac.uk/elearning_pedagogy.html) , from which a more detailed overview of activities and outputs under 'Designing for Learning' is also available.*

Objective	Work Packages/Activities	Details	Outputs
<p>(1) <i>to review and enhance current knowledge about effective pedagogies for e-learning;</i></p>	<p>1a. <i>Review (e-learning models) - Describe the areas of research, development and practitioner guidance where e-learning models are found.</i></p>	<p><i>The objectives of this Review are to:</i></p> <ul style="list-style-type: none"> <li>• <i>describe the communities of practice relevant to these two studies;</i></li> <li>• <i>describe what may be meant by an 'elearning model';</i></li> <li>• <i>describe what is meant by 'learning design' and how this concept relates to the concept of a e-learning models;</i></li> <li>• <i>delimit the theoretical scope of these two studies by identifying achievable, practical outcomes for the practitioner communities;</i></li> <li>• <i>review some approaches already tried, and suggest some challenges likely to arise;</i></li> <li>• <i>identify further resources that might be useful to the studies (mostly in the appendices).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Background study to inform Activities 1b and 2</i></li> <li>• <i>Completed Review available from JISC website (Jan 04)</i></li> <li>• <i>Overview of e-learning and pedagogy programme to date: activities and outcomes (Sept 04)</i></li> <li>• <i>Series of articles for the website, journals and conferences</i></li> </ul>

	<p><i>1b. Desk study (e-learning models)</i></p>	<ul style="list-style-type: none"> <li>• Describe what is understood by 'effective practice' in relation to elearning</li> <li>• Develop an evaluation framework that may be applied to new instances of elearning</li> <li>• Identify and describe the range of models that inform the design and implementation of elearning activities</li> <li>• Develop a modelling tool that may be applied to new instances of elearning activity design and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed reports including 'Learning models' and 'Mapping tables for modelling learning activities'</li> <li>• Implications for developers, designers and standards</li> <li>• Input to practitioner publication, 'Effective practice with eLearning'</li> <li>• Evaluation and modelling tools with guidance on use</li> <li>• Initial descriptions of around 20 e-Learning activities, scenarios or approaches.</li> <li>• Resources for practitioner workshops (see WP5)</li> </ul>
	<p>Consultation and synthesis</p>	<ul style="list-style-type: none"> <li>• Advise on what is understood by 'effective practice' in elearning</li> <li>• Advise on the range of models of elearning currently available</li> <li>• Feed back on emerging outcomes</li> <li>• Further develop the mapping framework and planning tools in light of ongoing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations to researchers and funding bodies: priorities for future R&amp;D in e-learning</li> <li>• Overview of priorities and activities for e-Learning and Pedagogy strand</li> <li>• Improved resources for practitioner workshops</li> </ul>
<p>(2) to explore how this knowledge can be effectively applied by practitioners in developing e-learning and teaching practice;</p>	<p><i>2a. Research study (practitioners)</i></p>	<ul style="list-style-type: none"> <li>• Identify the resources (e.g. case studies), tools (e.g. learning design tools) and community practices that are used to support practitioners in adopting e-learning</li> <li>• Evaluate the most effective resources, tools and approaches for supporting practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Series of detailed reports on tools, resources and services to support the development of e-learning practice</li> <li>• Typology of effective interventions with links to appropriate resources, tools and services</li> <li>• Recommendations for development of eLaP outcomes</li> </ul>

	Community consultation and synthesis	<ul style="list-style-type: none"> <li>• <i>Advise on the range of resources/tools/practices currently in use</i></li> <li>• <i>Comment on emerging outcomes from activity 2</i></li> <li>• Continue to develop the typology of effective practice, providing links to examples and case studies that have proven value (see WP5)</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations to JISC services: supporting innovative e-learning practices</li> <li>• Workshop with supporting materials for JISC and other development service managers</li> </ul>
(3) to develop terminology and frameworks that will improve understanding and sharing of practice in e-learning;	3a Metadata review	<ul style="list-style-type: none"> <li>• Work with CETIS to identify areas of development in metadata for learning approaches/ learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Background study with CETIS</li> <li>• Proposals for further development work with partner(s)</li> </ul>
	3b Taxonomies and vocabularies review	<ul style="list-style-type: none"> <li>• Work with DfES, BEI, TLRP and CETIS to identify structured vocabularies and taxonomies relevant to e-learning, and to scope areas of further development</li> </ul>	<ul style="list-style-type: none"> <li>• Outputs to be agreed with collaborating partners</li> </ul>
	Consultation and synthesis	Continue to develop the mapping framework in the light of international standards and outcomes of other WPs (especially WP4)	<ul style="list-style-type: none"> <li>• Updated modelling frameworks and practitioner templates/tools</li> <li>• Ontology produced in collaboration with DELTA project</li> </ul>
(4) A: to describe and evaluate a range of approaches to e-learning practice	4b. Case Study projects	<ul style="list-style-type: none"> <li>• Identify a range of elearning activities and approaches in use, across a variety of learning contexts and sectors (post-16 and higher education).</li> <li>• Describe (model) and evaluate these activities.</li> <li>• Gather other relevant case study data such as video clips, lessons learned etc</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Case study template and range of related instruments for gathering of data</i></li> <li>• <i>Ten case studies on effective practice in e-learning supported with video clips</i></li> <li>• <i>Case studies form part of Effective practice with eLearning publication.</i></li> <li>• Ten case studies in 'innovative practice in e-learning'</li> </ul>

	4d. Elicitation study	<ul style="list-style-type: none"> <li>Elicit practice models from a small number of expert practitioners, to further test e-learning models mappings and case study template</li> </ul>	<ul style="list-style-type: none"> <li>Extended range of use-cases and scenarios</li> <li>Updated case study template, modelling framework and practitioner templates/tools</li> <li>Database of consistently described and evaluated cases</li> </ul>
	Consultation and synthesis	<ul style="list-style-type: none"> <li>Support networks in trialling tools and resources</li> </ul>	<ul style="list-style-type: none"> <li>Cascade workshops to e-learning champions and representatives (see WP5)</li> <li>Further case studies (likely to be slimline/lite) collated in database</li> </ul>
		<ul style="list-style-type: none"> <li>Provide input to user requirements analysis for Technical Framework and Tools and DeL strands</li> </ul>	<ul style="list-style-type: none"> <li>Use cases, reference models, other conceptual models as required by technical projects</li> <li>Advice to demonstrator projects</li> </ul>
		<ul style="list-style-type: none"> <li>Validate and refine models framework and case study template against examples from practice</li> <li>Review existing case study resources, in order to validate/develop the modelling framework and identify gaps in current practice (year 3)</li> <li>Work with other bodies to develop a common standard for case study description (year 3)</li> </ul>	<ul style="list-style-type: none"> <li>Integrated database(s) of case studies</li> <li>Refined case study template/framework</li> <li>Guidelines for practitioners and developers</li> </ul>

B: to evaluate Learning Design tools and processes, and make recommendations for further development (of software, guidelines or standards)	4a. Review (design tools)	<ul style="list-style-type: none"> <li>Review current state of learning design as a specification and as an activity</li> <li>Review and evaluate technologies that support effective learning design</li> </ul>	<ul style="list-style-type: none"> <li>Report on learning design tools for practitioners is available from JISC website</li> <li>List of learning design technologies for further exploration</li> <li>Outline instruments for evaluation (4c)</li> </ul>
	4c. LAMS evaluation	<ul style="list-style-type: none"> <li>Explore the use of LAMS to support the design, planning, sequencing and orchestration of learning activities across a range of post-16 contexts</li> <li>Evaluate the impact on practitioners, and (where appropriate and feasible) on learners, of employing these tools</li> </ul>	<ul style="list-style-type: none"> <li>Initial workshops held for 40 practitioners</li> <li>UK LAMS server and support team established</li> <li>Report: evaluation of LAMS as an example of learning design tools and systems in use (April 2005)</li> <li>Recommendations for further development, adoption and use of learning design tools in UK post-16 education</li> </ul>
	4e. Evaluation of Learning Design tools and processes	<ul style="list-style-type: none"> <li>Extend LAMS evaluation to other LD tools by applications by offering (a) access to evaluation instruments and (b) evaluation expertise to development projects</li> <li>Investigate practice in use of tools not based on the LD specification e.g interactive whiteboards, word templates, mind-mapping software</li> </ul>	<ul style="list-style-type: none"> <li>Further and comparative evaluation reports</li> <li>Enhancements to initial recommendations</li> </ul>

	Community consultation and synthesis	<ul style="list-style-type: none"> <li>• Advise on priority areas for evaluation and modelling</li> <li>• Comment on emerging outcomes</li> <li>• Work with other organisations involved in the evaluation of learning design tools (STT, Becta, DfES, McQuarie) to ensure effective synthesis of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement on and adoption of recommendations across the post-16 community.</li> </ul>
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<p>(5) to develop recommendations and resources for the community, e.g. practical toolsets, methodologies etc.</p>	<p>5a. Collation and synthesis</p>	<ul style="list-style-type: none"> <li>• Collate outcomes from programme activities</li> <li>• Collaborate with other programmes and agencies to ensure strategic alignment</li> <li>• Develop recommendations and disseminate to other JISC programmes and services, JISC user groups, and externally to partner organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded recommendations to further aims of the e-Learning programme as a whole</li> <li>• Continuation strategy</li> </ul>
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	<p>5b. Design, create and maintain practitioner-based resource(s)</p>	<ul style="list-style-type: none"> <li>• Develop the typology of effective practice, providing links to examples and case studies that have proven value. Disseminate to service managers (5c)</li> <li>• Further develop planning tools and workshop packs (to be cascaded via regional workshops, as per 5c)</li> <li>• Develop the e-Learning and Pedagogy web site as a practitioner-based resource</li> <li>• Produce articles, conference papers and newsletters as appropriate</li> <li>• Explore other outlets for programme deliverables e.g. an edited book of papers, a web-based resource</li> <li>• Participate in community events and communication opportunities</li> <li>• Evaluate how resources emerging from the project are being used by practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• <i>'Effective Practice with e-Learning' publication and CD-ROM launched October 04</i></li> <li>• <i>Evaluation form for distribution with 'Effective practice' publication</i></li> <li>• <i>Practitioner planning and evaluation tools</i></li> <li>• <i>Wide range of articles, reports, conference presentations and papers</i></li> <li>• <i>Service planning and evaluation tool</i></li> <li>• <i>Established practitioner resources with community ownership and input</i></li> </ul>
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	<p>5c. Deliver workshops to a range of JISC user communities</p>		<ul style="list-style-type: none"> <li>• <i>'Learning Journey' workshop in collaboration with the RSCs</i></li> <li>• Workshop for JISC services in collaboration with CETIS</li> <li>• Awareness raising workshop with JISC Infonet for representatives of the Regional Support Centres and the LTSN Subject Centres.</li> <li>• Regional 'Designing for Learning' workshops</li> </ul>
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## **Appendix B: Activities for the e-learning and Pedagogy Strand – Understanding My Learning**

Objective	Work Packages/Activities	Details	Outputs
(1) to review and enhance current knowledge about effective pedagogies for e-learning;	1c. Review: learner perceptions of e-learning	<ul style="list-style-type: none"> <li>• Review existing research into learner perceptions of elearning</li> <li>• Scope effective form and process for national learner consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of existing research and implications for e-Learning programme</li> <li>• Recommendations for methodology (1d)</li> </ul>
	1d. National consultation: learner perceptions of e-learning	<ul style="list-style-type: none"> <li>• Design methodology to capture both broad trends and narrow/deep representations of learner perspective, in collaboration with the Distributed eLearning and Frameworks strands</li> <li>• Develop research instruments and protocols based on outcomes of 1c.</li> <li>• Deliver consultation between February to July 2005</li> <li>• Analyse and evaluate findings</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed report on learners' perceptions and use of elearning to support their learning experience.</li> <li>• Models of elearning from learner perspective</li> <li>• Recommendations for further detailed work under this theme (esp WP2c-e).</li> <li>• Range of publication and dissemination outcomes</li> </ul>
	<i>Consultation and synthesis</i>	<ul style="list-style-type: none"> <li>• Comment on findings of scoping study</li> <li>• Comment on emerging methodology</li> <li>• Advise on interpretation of findings and appropriate recommendations</li> <li>• Ensure synthesis of findings with outcomes of 4d (elicitation study under 'Designing for Learning')</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced recommendations</li> <li>• Enhanced reference models and use cases for technical projects (in collaboration with WP4d)</li> </ul>

(2) to explore how this knowledge can be effectively applied to enhance learners' access to and participation in e-learning	2b: Review: learner differences	<ul style="list-style-type: none"> <li>Review current research into learner differences and the implications for effective engagement with e-learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Report into learner differences</li> </ul>
	2c. Exploratory work on e-portfolios 2d. Exploratory work on e-assessment 2e. Exploratory work on personalised learning environments	<ul style="list-style-type: none"> <li>To be developed in light of outcomes from 1d. and in collaboration with other programmes (internal and external to JISC) currently working in this area – mainly for year 2</li> <li>Recommendations for further development work in these areas (WP4)</li> </ul>	
(3) to develop terminology and frameworks that will improve understanding and sharing of practice in e-learning;	Consultation and synthesis	<ul style="list-style-type: none"> <li>Identify whether existing and emergent terminological frameworks do justice to the richness of learner conceptions of their learning.</li> <li>Make appropriate recommendations</li> </ul>	<ul style="list-style-type: none"> <li>In association with WP3 under 'Designing for learning'</li> </ul>
(4) promote the development of frameworks, models and systems that will improve learners' access to and choice of e-learning opportunities		<ul style="list-style-type: none"> <li>Input to development work on e-portfolios, e-assessment and personalised learning environments, in the light of findings from WPs 2c-e</li> <li>Including use cases, reference models, recommendations</li> </ul>	

(5) to develop recommendations and resources for the community, e.g. practical toolsets, methodologies etc.	5a. Collation and synthesis	<ul style="list-style-type: none"> <li>• Collate outcomes from programme activities</li> <li>• Collaborate with other programmes and agencies to ensure strategic alignment</li> <li>• Develop recommendations and disseminate to other JISC programmes and services, JISC user groups, and externally to partner organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded recommendations to further aims of the e-Learning programme as a whole</li> <li>• Continuation strategy</li> </ul>
	5b. Design, create and maintain practitioner-based resource(s)	<ul style="list-style-type: none"> <li>• Develop the e-Learning and pedagogy web site as a resource for all those involved in the support of learning</li> <li>• Produce articles, conference papers and newsletters as appropriate</li> <li>• Explore other outlets for programme deliverables e.g. an edited book of papers, Participate in community events and communication opportunities</li> <li>• Evaluate how resources emerging from the project are being used by practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Established practitioner resources with community ownership and input</li> </ul>