



CeLLS

Collaborative eLearning in Life Sciences
www.cellsproject.org

Napier University
Interactive University
Scottish Colleges Biotechnology Consortium
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Scottish Qualifications Authority
University of Dundee



Overview

1. Project Aims & Strategy
2. Project Objectives
3. Evaluation strands
4. Benchmark indicators and verification
5. Product
6. Evaluation Next steps



1. Project: Aims & Strategy

- Aims 2, 3 and 4 will provide the *vehicle* for transformation, i.e.
 - Create core topics (HN and degree streams)
 - Develop eLearning materials
 - Add local contextualisation
- Model in relation to NCAT
 - Replacement (Universities)
 - Supplementary (Universities & Colleges)

2. Project: Objectives

Transformation = different for each Academic Partner

- **Napier University**
 - reduce formal lecture contact by 50%.
 - replaced by increased student support tutorials and formative assessment opportunities
- **SCBC**
 - Enhance their blended learning approach using a combination of elearning and tutorial support
 - 50% reduction in lecture based delivery of underpinning knowledge, allowing students to learn at their own pace, supported by the Lecturer
- **University of Dundee**
 - Reduction in largely passive formal lecture contact time of around 66% for the identified core content
 - Contact time reserved for interactive learning



3. Evaluation Strands

1. Transformation objectives: were they achieved?
 - Project Baseline Benchmark for each Partner
2. Product: is it fit for purpose?
 - Staff and Student feedback
3. Process: what went well/badly/improve?
 - Collaborative approach
 - CeLLS Programme & Project Management

NB formative evaluation and conducted internally

4. Benchmark: indicators

- Use indicators common to all partners
- Use existing collection tools & methodologies
- Transformation requires change in *people* and *process*
(*what we do and how we do it*)
- **People** (Staff and Students)
 - Prevailing attitudes.
 - Awareness.
 - Staff development.
 - Current retention and progression statistics.
- **Process**
 - Pedagogical approaches.
 - General information.
 - Delivery methods.
 - Assessment.
 - Resources used.

4. Benchmark: verification

- Aim to use long-lasting & reliable verification sources, e.g.
 - Module/course feedback forms (satisfaction questionnaire)
 - VLE usage data (patterns & frequency)
 - Module descriptors
 - Student handbook
 - Academic guidance - progress review
 - Course Leaders and Convenors
 - Progression & retention statistics
 - External Examiners report
 - QAA/HMI reviews
 - Staff Development

5. Product–fit for purpose?

- Staff and Student informants
- Piloting of early Learning Objects
- Methodology
 - Existing tools, e.g. module feedback forms
 - New tools, high-value data, not found elsewhere
 - Based on Critical Incident forms
 - The teaching/learning setting?
 - What worked well?
 - What did not work so well
 - Change any aspect of your teaching?
 - Flexibility to overlay more extensive evaluation
- Early feedback is very positive!



6. Evaluation Next Steps

- Implementation
 - Extract Case Studies from 06-07 Pilots
 - Roll-out plans for 2007-08 and beyond
- Challenges?
 - Acknowledge - 2 yrs (funded) + 3 yrs (change)
 - Secure commitment to repeat the Benchmark over next 3 years



Questions?

<http://www.cellsproject.org>

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