



## Project Document Cover Sheet

Project Information			
<b>Project Acronym</b>	ASEL		
<b>Project Title</b>	Audio Supported Enhanced Learning		
<b>Start Date</b>	01 January 2008	<b>End Date</b>	31 March 2009
<b>Lead Institution</b>	University of Bradford		
<b>Project Director</b>	Professor Peter Hartley, University of Bradford		
<b>Project Manager &amp; contact details</b>	Will Stewart e-Learning Advisor, TQEG, University of Bradford, JB Priestley Building, Bradford. BD7 1DP		
<b>Partner Institutions</b>	University of Hertfordshire		
<b>Project Web URL</b>	tbc		
<b>Programme Name (and number)</b>	<i>JISC Capital Programme: Users and Innovation</i>		
<b>Programme Manager</b>	Lawrie Phipps		

Document Name			
<b>Document Title</b>	<i>Project Plan</i>		
<b>Reporting Period</b>	N/A		
<b>Author(s) &amp; project role</b>	Will Stewart, Project Manager		
<b>Date</b>	08/02/08	<b>Filename</b>	ASELprojectplan.doc
<b>URL</b>	tbc		
<b>Access</b>	<input checked="" type="checkbox"/> Project and JISC internal		<input type="checkbox"/> General dissemination

Document History		
Version	Date	Comments
V1.0	February 2008	Draft for comment

## CONTENTS

OVERVIEW OF PROJECT .....	3
1. Background.....	3
2. Aims and Objectives .....	4
2.1 Aim.....	4
2.2 Objectives .....	4
3. Overall Approach .....	4
3.1 Methodology.....	4
3.2. Issues to be addressed.....	5
3.3. Scope and Boundaries .....	6
3.4. Critical Success Factors.....	6
4. Project Outputs.....	7
5. Project Outcomes .....	8
6. Stakeholder Analysis.....	9
7. Risk Analysis.....	10
8. Standards .....	11
9. Technical Development .....	11
10. Intellectual Property Rights.....	11
PROJECT RESOURCES .....	12
11. Project Partners.....	12
12. Project Management.....	13
Weekly reporting.....	13
Monthly project meetings.....	13
Project Board.....	13
Members of Project Board .....	14
13. Programme Support.....	15
14. Budget.....	15
DETAILED PROJECT PLANNING.....	15
15. Workpackages.....	15
16. Evaluation Plan .....	16
17. Quality Plan.....	18
18. Dissemination Plan.....	20
19. Exit and Sustainability Plans.....	21
APPENDIXES .....	22
Appendix A. ASEL Project Budget.....	22
Appendix B. ASEL Workpackages .....	24
REFERENCES.....	30



# Audio Supported Enhanced learning (ASEL) Project Plan

## Overview of Project

### 1. Background

Audio is emerging as a key area of development across the HE sector in meeting the individual needs of an increasingly diverse range of learners, to promote active engagement, to enhance learning and to enrich the learning environment.

The increasing adoption of Web 2.0 technologies and social software, e.g. Facebook, Ning, Flickr, and YouTube, allied with pervasive technologies such as mobile phones, wikis and blogs, recognise and support the need for personalisation of learning environments, tools and learning communities.

Recent JISC studies (Creanor et al, 2006; Conole et al 2006) on learner experiences of e-learning show that learners are increasingly using these technologies as tools in their everyday lives; however there is also evidence from the *Students Expectation Study* (JISC, 2007) that they struggle to see how these same technologies could be used as a learning tools. Tutors need to be able to adapt their practice in order to use Web 2.0 technologies to enhance the learning experience by adding value through personalisation, choice and flexibility (Doolan, 2007a). Students also need guidance and support on how to make best use of new technologies to help them learn in ways they have not experienced before (JISC, 2007; Doolan, 2007b).

There is a need to understand the impact of the increasing use of audio on this interplay of new technologies and their use and transferability between personal, social and learning contexts. The ASEL project will develop, implement and evaluate the use of **audio within next generation technologies** to support, enhance, and personalise the learner experience. It will also capture effective lecturer and learner practices from across the domains of teaching and learning that will help inform future practices across the HE sector.

It addresses four key challenges for the HE sector:

- harnessing next generation technology
- embedding these technologies in order to **enhance** the student learning experience
- **transforming** curriculum design and teaching practice
- **personalising** learning

The focus of this project is the **changes in practice**, both for tutors and learners that are necessary to achieve this **enhancement, transformation and personalisation**. The outcomes of the project will help transform and shape next generation learning, and to this end, the project will focus on using audio within next generation technologies in three key areas: **self reflection, assessment, and collaborative learning**.

## 2. Aims and Objectives

### 2.1 Aim

To develop, implement and evaluate the use of **audio within next generation technologies** to support, enhance, and personalise the learner experience.

### 2.2 Objectives

- a) to investigate how learners engage with learning through audio
- b) to explore the integration of audio with emerging technologies
- c) to evaluate the use of audio within emerging technologies to support self reflection, assessment and collaborative learning
- d) to investigate the features of audio that enhance, extend and personalise learning opportunities
- e) to explore the engagement of learners through interactive dialogue
- f) to investigate the tools, methods, adaptations and approaches that tutors use when employing audio technologies to support learning
- g) to understand and develop a pedagogy for the use of audio in teaching and learning
- h) to support changes in practice for both tutors and learners that will help transform teaching and learning practices
- i) to redefine the User & Innovation Development Model for practice-based projects

## 3. Overall Approach

The project will be divided into three phases:

1. Scoping and planning (January to March 2008)
2. Implementing and evaluation (April to December 2008)
3. Project evaluation, dissemination and closure (January to March 2009)

### 3.1 Methodology

This is an action research (AR) study and the methodology follows the principles of AR in that it is based within professional practice. It focuses on the implementation of innovative practice and evaluation of that practice, which, in turn, will inform modification and development of the process prior to wider implementation. Participation is a central tenet of AR and in this study real users involved, i.e. lecturers and students, will have full participation. This means that they will contribute to the whole decision making process for the duration of the study, in line with the U&I development model. In each of

the three themes, learners will be provided with a clear rationale describing the practices being employed and a supporting framework within which they will participate.

Data capture will be iterative and aligned with the redefined U&I development model. It will take the form of reflective blogs, shared wikis, student audio logs, lecturer audio feedback files, face-to-face and telephone interviews, and focus groups. The data will be collected and analysed by each of the lecturers involved and collated overall by the full-time project researcher. Reflective blogs will be kept by both lecturers and students allowing user engagement throughout the duration of the project. This will also inform user needs and allow appropriate iterative changes to practice to be made along the way. Wikis will be used by each study group as a means of collecting ongoing data about the practices employed under each of the three project themes. The face-to-face and telephone interviews will be analysed thematically using the constant comparative approach (Strauss & Corbin, 1997) on Nvivo software. Themes and issues arising from the blogs, wikis and interviews will be further investigated in learner and lecturer focus group studies with selected samples at both institutions. In addition, an overall project blog will be kept by the Project Manager with regular postings on progress and developments.

### 3.2. Issues to be addressed

The project will address 4 key issues, namely,

- harnessing next generation technologies:
  - identifying audio-friendly technologies
  - developing strategies for the effective and innovative use of audio within them
- embedding these technologies in order to **enhance** the student learning experience:
  - developing ways in which audio within these technologies can be used in support student self-reflection and self assessment
  - developing ways in which lecturers can use audio within these technologies to provide formative and summative feedback to students
  - developing ways in which audio within these technologies can be used to facilitate effective collaborative learning.
- **transforming** curriculum design and teaching practice:
  - exploring new models of curriculum design
  - developing strategies for effective use of audio
  - understanding the educational potential of audio within new technologies
- **personalising** the student learning experience:
  - offering students a range of tools to support their learning
  - providing flexibility in how students can engage in learning
  - providing opportunity for students to re-engineer their curriculum

### 3.3. Scope and Boundaries

The project will focus on both undergraduate and graduate programmes across a number of disciplines including:

Partner	Programme area
University of Bradford	School of Management School of Health Studies School of Life Sciences School of Informatics
University of Hertfordshire	School of Computing Science School of Law

The project will explore the use of audio delivered through or embedded within a range of technologies including:

Technology	Examples
Mobile devices	mobile phone, PDA, PSP
Social networking spaces	Facebook, MySpace and Ning
Collaborative and reflective tools	blogs, wikis, e-portfolios
Communication technologies	social radio, voice tools, digital voice recorders, voice boards, voice email, voice-to-text phone tools, voice threads, VOIP

### 3.4. Critical Success Factors

Through this project we are aiming to:

- Identify what prior experiences and uses of audio technology students are bringing to University through formal and informal use.
- Identify how learners' attitudes, behaviours and values affect their use and willingness to use audio for formal learning.
- Demonstrate how audio embedded within new and emerging technologies can enhance, transform and personalise the learner experience.
- Effectively apply audio technology to engage a broad range of undergraduate and graduate learners.
- Demonstrate how audio technology can engage individual learners, increase motivation and support a more personalised curriculum.

We will evidence this through:

- A range of case studies that outline different aspects of practice. From these case studies we can learn lessons about the effective uses of audio technology within new and emerging technologies.
- Successful use of audio technology to engage learners will be evidenced by the numbers of users that actively engage with the technology and through feedback using a range of data capture methods.
- Sustained use of audio to enhance student learning beyond life of the project.
- New approaches to personalised learning from lecturers.
- Increased engagement in self reflection and self assessment using audio from both learners and

lecturers.

**We will compare the project-end situation with:**

- Current approaches to the use of audio to support self reflection, assessment and collaborative learning.
- Current awareness and use of new and emerging technologies by stakeholders.
- Stakeholder perceptions of value added by using audio technology to enhance and personalise learning, and to transform curriculum design and teaching practice.

## **4. Project Outputs**

**The key deliverables from this project will be:**

- a. A project wiki aimed at sharing effective practice across the partner institutions and with the wider community. It will contain a comprehensive account of tools and techniques for implementing audio within emerging technologies to support self-reflection, assessment and collaborative learning
- b. two case studies from each of these three key themes linked to outputs from learner and lecturer practices
- c. a report on the different pedagogical approaches and curriculum design used by lecturers, including the identification of issues for student learning
- d. a series of lecturer podcasts from each discipline involved, discussing their use of different practices and technologies
- e. a series of student podcasts from each discipline describing the learner experience
- f. a guide to a redefined U&I Development Model designed to support practice-based projects
- g. Publications and presentations at conferences and events such as BLU, ALT-C, HEA, and the JISC

### **Knowledge and experience**

- a) how learners engage with learning through audio resources
- b) the features of audio that enhance and extend learning opportunities
- c) an understanding of the use of audio within emergent technologies, including:
  - i) Mobile devices, e.g. mobile phone, PDA, PSP
  - ii) Social networking spaces, e.g. Facebook, MySpace and Ning
  - iii) Collaborative and reflective tools, e.g. blogs, wikis, e-portfolios
  - iv) Communication technologies, e.g. social radio, voice tools, voice boards, voice email, voice-to-text phone tools, voice threads, VOIP

## 5. Project Outcomes

The outcomes of this project will include:

<b>Outcome</b>	<b>Impact</b>	<b>Change</b>
Lecturers within partner institutions using audio within a range of emerging technologies to support learner self-reflection and self-assessment, formative feedback, peer assessment, and collaborative learning.	Building knowledge and experience on the effective use of audio within emerging technologies to support learning.	Increased flexibility and choice for learners.
Learners within partner institutions using audio within a range of emerging technologies to support self-reflection and self-assessment, peer assessment, and collaborative learning.	Learners taking a more active role in their own learning and supporting fellow learners.	A more personalised, collaborative and interactive learning experience for students.
Partner institutions employing emerging technologies such as blogs, wikis and social networking spaces to support learning.	Increased familiarity and confidence in use of emerging technologies by both lecturers and learners.	Transformation of practice and curriculum to include new technologies.
Partner institutions employing emerging technologies such as blogs, wikis and social networking spaces to collect lecturer and learner experiences throughout duration of project.	Understanding of impact, issues and experience of using audio from both the lecturer and learner perspective.	Sharing of good practice across disciplines, leading to wider adoption of effective teaching and learning strategies.
Informed and evidence-based feedback by both lecturers and learners on effectiveness of audio for self-reflection, self-assessment, formative feedback, and collaborative learning.	Building knowledge and understanding on effectiveness of audio to enhance self-reflection, self-assessment, formative feedback, and collaborative learning.	A more learner-centred and personalised focus on self-reflection, self-assessment, formative feedback, and collaborative learning.
Identification of technical and organisational issues relating to the use of audio in teaching and learning.	Knowledge and experience gained in use of audio by lecturers and learners.	Improved and more efficient systems and support in place to enable use of audio in teaching and learning.
Redefining the U&I Development Model to encompass practice-based projects.	A clearer understanding of how the U&I Development Model can support practice-based projects.	More practice-based projects able to engage with the U&I Development Model.

## 6. Stakeholder Analysis

<b>Stakeholder</b>	<b>Interest / stake</b>	<b>Importance</b>
JISC Programme Manager (external)	Funding Body. Interested in outcomes.	High
Project Sponsor (Bradford)	Project sponsor. Commitment to project success.	High
Project Advisor (Herts)	Partner institution. Guiding the project and ensuring it meets its objectives.	High
Project Manager (Bradford)	Successful delivery of project within time and budget.	High
Project Researcher (Herts)	Project evaluation and data analysis. Collection and collation of data.	High
Partner institution Project Team (Herts)	Exploring new technologies to enhance learning. Successful completion of project.	High
Lead institution Project Team (Bradford)	Exploring new technologies to enhance learning. Successful completion of project.	High
Learners (Bradford & Herts)	Increased involvement in own learning. Better understanding of own learning and subject.	High
Teaching and Support staff in Lead and Partner institutions	Course teams. Possible impact on curriculum delivery and design.	Medium
Emerge community (external)	Emerge Community of practice. Interest in project impact and outcomes.	Medium
Wider HE community	Impact of new technology.	Low

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
<b>Staffing:</b>				
Loss of Project Officers	2	4	8	Good job design, working environment and personal development. Provide level of autonomy, self-determination, and responsibility to maintain interest and challenge. Ensure transparent project management.
Project manager – lack of available time on project	2	5	10	Schedule regular time in diary. Plan meetings, reports etc ahead. Use Central Desktop to manage project.
Delay in recruiting research Assistant	3	4	12	Ensure salary is suitable for qualified post doctoral researcher. Allow sufficient time between recruitment and project implementation.
Project sponsor and Project Advisor – competing priorities leading to lack of input and support	2	4	8	Schedule regular meetings, maintain regular communication via email, blog, Central Desktop.
<b>Organisational</b>				
Collaboration fail between partner institutions	2	4	8	Consortium agreement signed by both partners. Regular meetings in addition to Skype, email and phone conversations.
Inability to engage lecturers/ learners	2	5	10	Lecturers are innovators and enthusiasts, and have requested participation in project. Identify potential benefits in terms of student engagement and achievement. Emphasise support available from project team.  Will use opportunistic sampling of learners, allowing lecturers to research and reflect on own practice.
Restrictions to use of audio for assessment by Professional bodies	2	2	4	Ensure professional bodies are consulted prior to use of audio for assessment.
<b>Technical</b>				
Technology inappropriate or difficult to use.	3	4	12	Ensure correct specification for all new technology. Ensure appropriate training for all participants.

## **8. Standards**

This project will be using existing Web 2.0 and social software standards and will not be deviating from the standards that JISC recommends.

## **9. Technical Development**

This project will not be undertaking any technical development.

## **10. Intellectual Property Rights**

The intellectual property rights of materials brought to and used in the project by both partners or any participants will remain vested with the original copyright holder although the materials may be used within the project with the consent of the copyright holder.

The copyright of any materials developed as part of the project will comply with the JISC requirements<sup>1</sup>. The project partner responsible for creating the materials and/or deliverable will own and be responsible for the IPR and copyright but be freely available for the other partner to use within the project and by agreement beyond the life of the project. These materials will be made available to the sector under a creative commons licence<sup>2</sup>. The project team will consult the JISC, JISC programme manager or appropriate service (e.g. JISC Legal<sup>3</sup>) on this aspect.

IPR created by participants case studies and course work will be owned by them and the ASEL project will obtain any releases needed to enable them to be used in the project.

No commercial partners are involved in this project.

---

<sup>1</sup> <http://www.jisclegal.ac.uk/ipr/IntellectualProperty.htm>

<sup>2</sup> <http://creativecommons.org/>

<sup>3</sup> <http://www.jisc.ac.uk/whatwedo/services/jisclegal.aspx>

## Project Resources

### 11. Project Partners

Partner	Role	Main contact
University of Bradford	Project Director	Professor Peter Hartley
	Project Manager	Will Stewart
	Project researchers:	
	o School of Management	Damian Ward Peter Morgan
	o School of Health Studies	Christine Dearnley
	o School of Life Sciences	Annette Parkinson
	o School of Informatics	Apurba Kundu
University of Hertfordshire	Project Advisor	Professor Peter Bullen
	Institutional Lead	Martina Doolan
	Research Assistant	To be appointed March 2008
	Project researchers:	
	o School of Computer Science	Martina Doolan
	o School of Law	Abigail Mann Ralph Camp

## 12. Project Management

The project reporting framework comprises three tiers: weekly management and reporting within the project team (manager and project researchers); monthly project meetings and termly advisory steering group meetings. The main project workspace will be Central Desktop<sup>4</sup>, a web-based project management tool, where all documents, resources, tasks, milestones and calendars will be kept.

### Weekly reporting

Day-to-day co-ordination is overseen by the Project Manager, in consultation with the Project Researchers and lead contact at the partner institution. This is facilitated by a project blog on the Emerge Community<sup>5</sup> site to which the project researchers will post weekly updates of their activities and plans for the coming week. In addition all members of the project team can post relevant items and comments to the blog, e.g. preliminary findings from the project.

### Monthly project meetings

The project team will hold regular monthly meetings to review the ongoing progress of the project against the plan; agree shared strategies (e.g. evaluation, support materials), discuss progress and update work packages.

The project also has an advisory Project Board that will meet termly during the project.

### Project Board

This will meet during the course of the project in order to:

- o Monitor progress
- o Ensure that the lessons learned in different parts of the project are shared across all partners
- o Develop plans for continuing the work and the new partnerships created beyond the timespan of the JISC funding.

At a minimum the Project Board will meet once a term, and at other key points during the project where necessary.

---

<sup>4</sup> <https://bradford.centraldesktop.com/home/index>

<sup>5</sup> <http://elgg.jiscemerge.org.uk/uall/weblog/731.html>

## Members of Project Board

University	Person	Role	Role in project	Contact
<b>Bradford</b>	Peter Hartley	Professor of Education Development	Project Sponsor	<a href="mailto:p.hartley@bradford.ac.uk">p.hartley@bradford.ac.uk</a>
	Will Stewart	e-Learning Advisor	Project Manager and Researcher	<a href="mailto:w.stewart@bradford.ac.uk">w.stewart@bradford.ac.uk</a>
	Apurba Kundu	Associate Dean (Learning & Teaching), School of Informatics	Researcher	<a href="mailto:a.kundu@bradford.ac.uk">a.kundu@bradford.ac.uk</a>
	Chris Dearnley	Senior University Teacher, School of Health	Researcher	<a href="mailto:c.a.dearnley1@bradford.ac.uk">c.a.dearnley1@bradford.ac.uk</a>
	Peter Morgan	Senior University Teacher, School of Management	Researcher	<a href="mailto:p.g.morgan@bradford.ac.uk">p.g.morgan@bradford.ac.uk</a>
	Damian Ward	Senior Lecturer, School of Management	Researcher	<a href="mailto:d.r.ward@bradford.ac.uk">d.r.ward@bradford.ac.uk</a>
	Annette Parkinson	Senior University Teacher, School of Life Sciences	Researcher	<a href="mailto:a.parkinson@bradford.ac.uk">a.parkinson@bradford.ac.uk</a>
<b>Hertfordshire</b>	Peter Bullen	Director of CETL Blended Learning Unit	Project Advisor	<a href="mailto:p.r.bullen@herts.ac.uk">p.r.bullen@herts.ac.uk</a>
	Martina Doolan	Principal Lecturer, School of Computing Science	Lead Contact and Researcher	<a href="mailto:m.a.doolan@herts.ac.uk">m.a.doolan@herts.ac.uk</a>
	Abigail Mann	Lecturer, School of Law	Researcher	<a href="mailto:abigail@alanmannsolicitors.com">abigail@alanmannsolicitors.com</a>
	Ralph Camp	Lecturer, School of Law	Researcher	<a href="mailto:r.d.camp@herts.ac.uk">r.d.camp@herts.ac.uk</a>

### 13. Programme Support

The project would appreciate specific support and guidance on our re-defining of the User & Innovation Development Model to suit a practice-based project.

### 14. Budget

The budget is unchanged from the original proposal – see Appendix A

## ***Detailed Project Planning***

### 15. Workpackages

The project has been divided into 4 workpackages:

1. Project preparation and initiation
2. Implementation – Phase 1
3. Implementation – Phase 2
4. Data analysis and project evaluation

#### **Work package 1: Project preparation and initiation**

**Objective:** Agree the general scope and capture initial requirements, agree roles and responsibilities in the team and implement project communication tools, e.g. Central Desktop, Emerge blog, ASEL Ning site.

**Start date:** 7<sup>th</sup> January 2008

**Completion date:** 31<sup>st</sup> March 2008

#### **Work package 2: Implementation – Phase 1**

**Objective:** To carry out an initial implementation of practices using selected audio and emerging technologies, and to collect lecturer and learner experiences. Determine evaluation and communication strategy.

**Start date:** 1<sup>st</sup> April 2008

**Completion date:** 31<sup>st</sup> August 2008

#### **Work package 3: Implementation – Phase 2**

**Objective:** To carry out further implementation of practices using selected audio and emerging technologies; set up lecturer and learner focus groups;

**Start date:** 1<sup>st</sup> September 2008

**Completion date:** 19<sup>th</sup> December 2008

#### **Work package 4: Project evaluation**

**Objective:** To undertake initial and final project evaluation.

**Start date:** 1<sup>st</sup> May 2008

**Completion date:** 20<sup>th</sup> March 2009

## 16. Evaluation Plan

Evaluation of this project will follow the principles of Action Research. This is in keeping with the U&I Development Model and the engagement of users throughout the project. Evaluation of this project will also follow the guidelines produced as part of the JISC Toolkit for Evaluators ([www.jisc.ac.uk/learnereval](http://www.jisc.ac.uk/learnereval)). Primary evaluation will be based around reflective blogs and wikis, audio logs, and telephone and face-to-face interviews. Secondary evaluation will be based around lecturer and learner focus groups. All electronic communication between project members will be captured via email, notes of informal meetings, minutes of meetings and progress reports. All formal project documents, plans reports and deliverables will be stored on the projects Central Desktop site, and linked to via the project blog and website.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
<b>Phases 1 &amp; 2</b>	Engagement of learners with audio for the processes of self-reflection, self assessment and collaborative learning.	<ul style="list-style-type: none"> <li>○ How effective has audio been in helping learners reflect on their own learning?</li> <li>○ How effective has audio been in helping learners assess their own work?</li> <li>○ How effective has audio been in facilitating collaborative learning?</li> </ul>	Learner feedback through telephone interviews.	Learner perception of effectiveness of audio for self-reflection, self assessment and collaborative learning.  Actual use of audio technology by learners.
	Effectiveness of audio formative and summative feedback to learners.	How effective did learners find the audio feedback? How did it compare with usual written feedback?	Learner feedback through telephone interviews.	Learner perception of effectiveness of formative and summative feedback
	Effectiveness of guides for learner audio self assessment and audio formative and summative lecturer feedback.	<ul style="list-style-type: none"> <li>○ Did learners find the guide for audio self assessment helpful?</li> <li>○ Did lecturers find the guide for audio feedback helpful?</li> </ul>	Learner feedback through telephone interviews.	Learner and lecturer perception on ease of use and effectiveness of guides.
	Effectiveness of audio to enhance, extend and personalise the learning experience.	<ul style="list-style-type: none"> <li>○ Did the use of audio enhance, extend and/or personalise the learning experience?</li> <li>○ What particular features of audio enabled this?</li> </ul>	Learner feedback through face-to-face and telephone interviews, reflective blogs, and focus groups.	Learner identification of features of audio that enhanced, extended and/or personalised their learning experience.

	Effectiveness of audio to engage learners through interactive dialogue.	How effective was audio in engaging learners through interactive dialogue?	Learner and lecturer feedback through face-to-face and telephone interviews, reflective blogs, and focus groups.	
<b>Phases 2 &amp; 3</b>	Integration of audio with emerging technologies such as blogs, wikis and social networking sites.	<ul style="list-style-type: none"> <li>○ How successful was the integration of audio with emerging technologies in terms of ease of use for both learners and lecturers?</li> <li>○ How effective was the integration of audio with emerging technologies to support self reflection, assessment and collaborative learning?</li> </ul>	Learner and lecturer feedback through face-to-face and telephone interviews, reflective blogs, and focus groups.	<ul style="list-style-type: none"> <li>○ Learner and lecturer perception of ease-of-use of audio within emerging technologies.</li> <li>○ Learner and lecturer perception of effectiveness of audio embedded within emerging technologies to support self reflection, assessment and collaborative learning.</li> </ul>

## 17. Quality Plan

<b>Output</b>	<b>Project plan</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By 11 <sup>th</sup> February 2008	Fitness for purpose	Review by project team; review against JISC guidelines	Sign off by JISC Programme Manager	Project Manager	N/A
<b>Output</b>	<b>Project website</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
On publication, then quarterly	Accessibility/usability	Compliance checking, Peer review	Compliant with University of Bradford policies	Project Manager	N/A
<b>Output</b>	<b>Project wiki</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
On creation, then weekly	Accessibility/usability/activity	Compliance checking, Peer review	Compliant with University of Bradford policies	Project manager; Project researchers	N/A
<b>Output</b>	<b>Case studies</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By January 2009	Usefulness, relevance and transferability	Project team review; Review by Users	Successful feedback from Project Team and Users; project blog and wiki	Project manager; Project researchers	N/A
<b>Output</b>	<b>Report on pedagogical approaches and curriculum design</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By March 2009	Usefulness, relevance and transferability	Project team review; Peer Review	Successful feedback from Project	Project manager; Project	N/A

			Team and Peers; project blog and wiki	researchers	
<b>Output</b>	<b>Learner and lecturer podcasts</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Duration of project	Accessibility/usability/relevance and clarity of content	Compliance checking; Peer review	Compliance with best practice; successful feedback from peers; project blog and wiki	Project manager; Project researchers	N/A
<b>Output</b>	<b>Guide to U&amp;I development model for practice-based projects</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By March 2009	Usefulness, relevance and transferability	Project team review; Emerge and UIDM project teams review	Comments as appropriate.  Issues raised and discussed at project meetings and online.  Project blog and wiki.	Project manager	N/A
<b>Output</b>	<b>Presentations at conferences</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By March 2009	Usefulness, relevance and validity	Peer review	Acceptance of paper/presentation	Project manager; Project team	N/A
<b>Output</b>	<b>Final project report</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
By March 2009	Validity, usefulness and sustainability of findings and outputs.	Project team review; Emerge project team review; Peer review	Sign off by JISC Programme Manager	Project manager	N/A

## 18. Dissemination Plan

<b>Timing</b>	<b>Dissemination Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Key Message</b>
Regularly throughout project	Ongoing Progress Reports and interim findings via project website, blog and wiki	Partner institutions, Emerge community, wider JISC and HE community	To inform, engage and share project outputs and lessons learnt	Keep up-to-date and engage with the project through our website, blog and wiki
Regularly throughout project	Meetings with key stakeholders	Project team, Project Board, JISC Programme Manager, Emerge Community, wider JISC and HE community	To inform, engage and share project developments and lessons learnt	Share your findings and engage in dialogue with the rest of the project team and the wider community
Throughout project	Papers and presentations at regional and national conferences, e.g. BLU, ALT-C, HEA and JISC	Emerge community, wider JISC and HE community	To inform, engage and share project developments, outputs and lessons learnt	Audio is an underused technology which has the potential to transform the learning experience
As appropriate	Journal articles	HE community	To inform and share findings	Audio is an underused technology which has the potential to transform the learning experience
As appropriate	Case studies	JISC and HE community	To inform and share project developments, outputs and lessons learnt	Audio is an underused technology which has the potential to transform the learning experience

## 19. Exit and Sustainability Plans

<b>Project Outputs</b>	<b>Action for Take-up &amp; Embedding</b>	<b>Action for Exit</b>
Project website	Maintain link from main JISC website. Project website maintained for 3 years beyond project.	Project manager to ensure all relevant information, outputs and links are in place.
Case studies	Published on Project website, JISC website and Jorum.	Project manager to ensure all case studies are published on relevant websites and Jorum.
Project reports	Copies circulated to interested parties; promote through conferences, mailing lists and JISC website.	Project manager to ensure project reports are circulated as appropriate.
Project podcasts	Published on Project website, JISC website and Jorum.	Project manager to ensure all case studies are published on relevant websites and Jorum.
Redefined U&I Development Model	Published on Project website, JISC website and UIDM Emerge site.	Project manager to ensure Model circulated as appropriate.

<b>Project Outputs</b>	<b>Why Sustainable</b>	<b>Scenarios for Taking Forward</b>	<b>Issues to Address</b>
Project wiki	Will contain a collection of tools and techniques for implementing audio within emerging technologies to support self-reflection, assessment and collaborative learning. Can be further developed by wider community beyond project lifetime as new developments occur.	Link available from project website and blog.	Monitoring and maintenance of wiki to ensure continued accuracy and relevance of content.

## Appendixes

### Appendix A. ASEL Project Budget

<b>Directly Incurred Staff</b>	<b>April 07– March 08</b>	<b>April 08– March 09</b>	<b>TOTAL £</b>
Post, Grade, No. Hours & % FTE	£7,855.00	£30,723.00	£
<b>Total Directly Incurred Staff (A)</b>	<b>£7,855.00</b>	<b>£30,723.00</b>	<b>£38,578.00</b>
<b>Non-Staff</b>			
<b>Non-Staff</b>	<b>April 07– March 08</b>	<b>April 08– March 09</b>	<b>TOTAL £</b>
Travel and expenses	£	£5,000.00	£5,000.00
Hardware/software	£2,000.00	£	£2,000.00
Dissemination	£	£3,000.00	£3,000.00
Evaluation	£	£10,000.00	£10,000.00
Advertising for Post-grad Researcher	£1,500.00		£1,500.00
Consumables	£500.00		£500.00
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£4,000.00</b>	<b>£18,000.00</b>	<b>£22,000.00</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£11,855.00</b>	<b>£48,723.00</b>	<b>£60,578.00</b>
<b>Directly Allocated</b>			
<b>Directly Allocated</b>	<b>April 07– March 08</b>	<b>April 08– March 09</b>	<b>TOTAL £</b>
Staff	£25,085.00	£97,333.00	£122,418.00
Estates	£3,523.00	£14,076.00	£17,599.00
<b>Directly Allocated Total (D)</b>	<b>£28,608.00</b>	<b>£111,409.00</b>	<b>£140,017.00</b>
<b>Indirect Costs (E)</b>	<b>£12,167.00</b>	<b>£48,675.00</b>	<b>£60,842.00</b>

<b>Total Project Cost (C+D+E)</b>	<b>£52,630.00</b>	<b>£208,807.00</b>	<b>£261,437.00</b>
<b>Amount Requested from JISC</b>	<b>£40,000.00</b>	<b>£160,000.00</b>	<b>£200,000.00</b>
<b>Institutional Contributions</b>	<b>£12,630.00</b>	<b>£48,807.00</b>	<b>£61,437.00</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC</b> <b>76%</b>	<b>Partners</b> <b>24%</b>	<b>Total</b> <b>100%</b>

## Appendix B. ASEL Workpackages

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		J a n 2	F e b 0	M a r 0	A p r 8	M a y	J u n	J u l	A u g	S e p t	O c t	N o v	D e c	J a n 2	F e b 0	M a r 0	9
1: Project preparation & planning																	
2: Implementation - Phase 1																	
3: Implementation - Phase 2																	
4: Project evaluation																	

Project start date: 7<sup>th</sup> January 2008

Project completion date: 31<sup>st</sup> March 2009

Duration: 15 months

Members of Project Team:

WS = Will Stewart  
 MAD = Martina A Doolan  
 CD = Chris Dearnley  
 AK = Apurba Kundu  
 DW = Damian Ward  
 PM = Peter Morgan  
 AP = Annette Parkinson  
 AM = Abigail Mann  
 RC = Ralph Camp

Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
<b>YEARS 1 &amp; 2</b>					
<b>WORKPACKAGE 1: Project preparation and planning</b>  <b>Objective:</b> <i>to plan the project, and establish the project team and communication processes. Determine evaluation strategy.</i>					
1. Produce initial project plan	Jan 08	Feb 08	Project plan	<b>1</b>	WS/MAD
2. Establish project team and agree roles	Jan 08	Mar 08	Commitment of project team members to the project		WS/MAD
3. Implement project communication tools	Jan 08	Mar 08	Central Desktop, project blog, project wiki, project web page		WS/MAD
4. Identify stakeholders	Jan 08	Mar 08	List of stakeholders		WS/MAD
5. Identify tools/technologies	Jan 08	Oct 08	List of tools/technologies		Project team
6. Identify, brief and obtain consent from participating learners	Jan 08	Oct 08	Agreement of participating learners		Project team
<b>WORKPACKAGE 2: Implementation – Phase 1</b>  <b>Objective:</b> <i>To carry out an initial implementation of practices using selected audio and emerging technologies, and to collect lecturer and learner experiences.</i>					
7. Carry out first round of studies into the use of audio for learner self reflection and self assessment.	Feb 08	May 08	<ul style="list-style-type: none"> <li>○ A reflective tool and electronic recording device to enable recording of spoken reflections.</li> </ul>		CD

			<ul style="list-style-type: none"> <li>o A format/guide to support learner self assessment.</li> <li>o Process for submission of audio self assessment and self reflection files to lecturer.</li> </ul>		
8. Carry out first round of audio formative and summative lecturer feedback.	Feb 08	May 08	A format/guide for audio formative and summative lecturer feedback.		CD/DW/PM/AK/AP/AM/RC
9. Obtain feedback from learners and lecturers on their initial experience of the use of audio for self reflection, self assessment and feedback.	Feb 08	May 08	<ul style="list-style-type: none"> <li>o A list of questions for telephone interviews of learners.</li> <li>o A record of learner feedback on their experience of using audio for self reflection and self assessment, and on receiving audio formative and summative feedback.</li> <li>o A record of lecturer feedback on their experience of receiving learner audio self assessment, and providing formative and summative audio feedback to learners.</li> </ul>		CD/WS/DW/PM/AK/AP/AM/RC
10. Carry out studies into the use of audio in collaborative learning	Feb 08	Dec 08	<ul style="list-style-type: none"> <li>o A wiki for collaborative project work.</li> <li>o A guide on how to embed audio into a wiki and how this can be used in a collaborative project.</li> </ul>		MAD
11. Obtain feedback from learners and lecturers on their experience of the use of audio in collaborative learning.	Mar 08	Dec 08	<ul style="list-style-type: none"> <li>o A list of questions for interviewing of learners and lecturers</li> <li>o A record of learner feedback on their experience of using audio in</li> </ul>		MAD

			collaborative learning. o A record of lecturer feedback on their experience of using audio in collaborative learning.		
<b>WORKPACKAGE 3: Implementation - Phase 2</b>					
<b>Objective:</b> <i>To carry out further implementation of practices using selected audio and new technologies; set up lecturer and learner focus groups</i>					
12. Carry out studies into the use of audio within new technologies for learner self reflection and self assessment.	Oct 08	Dec 08	A format/guide for learners and lecturers to support the use of audio within new technologies for self reflection and self assessment.		CD/DW/PM/AK/AP/AM/RC
13. Carry out studies into formative and summative lecturer feedback, using audio within new technologies.	Oct 08	Dec 08	A format/guide for formative and summative lecturer feedback, using audio within new technologies.		CD/DW/PM/AK/AP/AM/RC
14. Obtain feedback from learners and lecturers on their experience of the use of audio within new technologies for self reflection, self assessment and feedback.	Oct 08	Dec 08	o A list of questions for focus group interviews of learners. o A record of learner feedback on their experience of using audio within new technologies for self reflection and self assessment, and on receiving formative and summative feedback as audio within new technologies. o A record of lecturer feedback on their experience of receiving learner self assessment, and providing formative and summative feedback to learners		Project team

			using audio within new technologies.		
<b>WORKPACKAGE 4: Project evaluation</b>					
<u>Objective:</u> <i>To undertake initial and final project evaluation; produce final project report.</i>					
15. Develop an evaluation strategy for the project	Jan 08	May 08	A project evaluation strategy	2	Project team
16. Evaluation of initial feedback from learners and lecturers	May 08	July 08	<ul style="list-style-type: none"> <li>o Report on learner experience of using audio for self reflection and self assessment, and of receiving audio formative and summative feedback.</li> <li>o Report on lecturer experience of receiving audio learner self assessment, and of providing audio formative and summative feedback.</li> <li>o Initial report of learner experience of using audio in collaborative learning.</li> <li>o Initial report of lecturer experience of using audio in collaborative learning.</li> </ul>	3	CD/WS/DW/PW /AP/MAD/AM/R C/ Research Assistant
17. Evaluation of feedback from learners and lecturers into use of audio within new technologies,	Oct 08	Dec 08	<ul style="list-style-type: none"> <li>o Report on learner experience of using audio within new technologies for self reflection and self assessment, and of receiving formative and summative feedback as audio within new technologies.</li> <li>o Report on lecturer experience</li> </ul>	4	Project team

			<p>of receiving learner self assessment, and of providing formative and summative feedback, as audio within new technologies.</p> <ul style="list-style-type: none"> <li>○ Final report of learner experience of using audio in collaborative learning.</li> <li>○ Final report of lecturer experience of using audio in collaborative learning.</li> </ul>		
18. Summative evaluation of project, assessing outcomes, impact on the community, and overall success	Jan 09	Mar 09	Final project report	5	WS/Project team

## **References**

Conole, G, Darby, J., de Laat, M., Dillon, T (2006) LXP: Student Experiences of Technologies – Final report, JISC.

Creanor, L., Trinder, K., Gowan, D., Howells, C (2006) LEX: *The Learner Experience of e-Learning – Final project report*, JISC

JISC (2007) Student Expectations Survey – Findings from Preliminary Research, JISC.

Strauss, Anselm and Juliet Corbin (eds.). *Grounded Theory in Practice*. London: Sage Publications, 1997.