



JISC Project Plan

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Overview of Project

1. Background

For students in workplace or competency-led courses, learning through case-based scenarios is an excellent method for acquiring sound knowledge and developing decision-making and problem solving skills. An increasing number of curricula are based on a collaborative approach to learning, namely Problem-based learning (PBL). In this approach, students work in teams to manage or solve a problem. Guided by a tutor they share their existing knowledge and understanding relevant to the scenario, agreeing on what they need to learn and how to carry it out. Medicine and Healthcare education have used this approach in the UK since the mid 1980s.

A new hybrid learning method, PBLonline¹ combines problem-based and online learning. In doing so, it is recognised that students learn collaboratively through web-based materials including text, simulations, videos and demonstrations. Resources such as chatrooms, message boards and environments have been purpose-built for PBL; both synchronously and asynchronously, on campus or at a distance. Practising skills within a virtual environment online offers advantages over learning through real-life practice, in particular the exposure of learners to a wide range of scenarios (more than they are likely to meet in a standard face-to-face programme) at a time and pace convenient to the learner, together with consistent feedback. It offers learners the chance to make mistakes without real-world repercussions.

The issues

Existing campus based PBL carries a legacy of limitations from its paper base nature. The paper cases used in tutorials can only proceed in a single direction, and in so doing, they prevent the user from tracking through any wrong paths by immediate correction. Such cases therefore have limited use in developing clinical reasoning, and are often unrealistic for emulating real life, where there are often several ways to tackle a problem and mistakes

¹ Savin-Baden, M. and Wilkie, K. (2006) (eds) Problem-based Learning Online. Maidenhead: McGraw Hill

are often not immediately obvious. This approach is unlikely to engage online students particularly in the same way as more complex, multi choice scenarios.

More significantly, at a time when PBL has become a central tenet of many curricula, it is already under threat from the movement towards more self-directed learning and the migration of students from a campus-based to a more workplace-based learning. This has drastically reduced the opportunity for what is fundamentally a collaborative learning method. In some cases viz the Paramedic Foundation Degree at St Georges, the increase in distance learning has almost eliminated collaborative learning from the curriculum. Online PBL may help, but for students leaving their campus-based teaching to go into practice, it is sometimes difficult to create online learning opportunities which are sufficiently immersive and collaborative outside the tutorial room.

This demonstrator identifies common processes in PBL, and specifically targets this existing weakness in the user interactions with their e-learning system. New generation practices and technologies (particularly social software) can have a major impact for these students and courses, not just as an additional learning style to bolster PBL, but as a replacement for this crucial but threatened area of student learning and support. To supplement the limited interactivity of the conventional virtual learning environment (VLE), the PREVIEW community of practice wishes to investigate and evaluate a more user-focused approach, linking the emerging technologies of virtual worlds with interactive online PBL, to create realistic immersive tutorials, using interactive virtual scenarios in Second Life (SL) as the primary focus for learning. It will take advantage of the experience the group possesses in:

1. PBLonline
2. The creation of interactive virtual scenarios created in the gaming application Labyrinth
3. Running workshops for staff on creating interactive web-based virtual scenarios
4. Integrating innovative developments with current teaching and learning practices.

The project will be guided by the recent evaluation of the needs of our users and our institutional goals as set out below.

2. Aims and Objectives

Project aims

1. Develop, deliver and test PBL scenarios within virtual worlds for existing healthcare programmes.
2. Ensure that the innovation and implementation is user guided at development, testing and evaluation stages.
3. Provide materials that will enable others to build and develop further work.

Objectives:

During the funding period the team will:

1. Develop tools to support Second Life PBL which will include developing and testing 8 scenarios, implementing improvements and retesting.
2. Provide workshops and support to staff and students involved in the implementation.
3. Monitor scenarios within SL and support implementation of SL teaching.

4. Develop sound practices in the use of Problem-based Learning in virtual worlds.
5. Conduct ongoing evaluation of the project that will feed into the project plan.
6. Develop guidelines for good practice for implementing and sustaining processes of using PBL in virtual worlds.
7. Ensure e-learning frameworks and standards are adhered to.

By the end of the funding period the team will have:

1. Developed and tested 2 avatar² driven and 2 text driven scenarios for use in SL for each course.
2. Collated and implemented user feedback (staff, students, stakeholders) on the tools.
3. Developed further scenarios ready for testing.
4. Collated evaluation data and completed report.
5. Made recommendations to The JISC.

In the 12 months following the funding period the team will have:

1. Produced an Introduction to using PBL in virtual worlds (6-10,000 words)
2. Produced a Good Practice guide for facilitating learning in virtual worlds (6-10,000 words)
3. Tested a further 4 scenarios
4. Disseminated the scenarios across communities and disciplines
5. Presented conference papers based on the project
6. Submitted articles for publications based on the project

3. Overall Approach

The courses in which this will be implemented

The *Paramedic Foundation Degree (Second Year)*: This course is run by the Faculty of Health and Social Care Sciences (a joint faculty of St George's and Kingston Universities). This is a three year in-service blended learning course with 70% of its materials delivered via the institutional VLE (Blackboard). The students are already in practice, and are based in Kent, Surrey, Sussex and London. This is a rapidly expanding course: 45 students this year, 120 next.

The 2-3 year part-time *MA degree in Social and Healthcare Management* at Coventry University is a distance and online course for those wanting to be effective health service and social care managers. The module to be developed is one that critically examines the role of the manager as a leader of change, recognising the need to adapt continually to changing circumstances. It explores human responses to change and enables students to develop strategies for managing people through change processes.

Scenarios

PBL scenarios will be developed within Second Life. The students' avatars(2) would be directed to the appropriate scenario for that week through a SLURL in the Institution's VLE. For each course, two avatar-driven scenarios will be developed, as well as two information-driven scenarios.

² Avatar: the bodily manifestation of one's self in the context of a 3D virtual world.

Avatar-driven: The PBL would be set in the appropriate surroundings (e.g. at the patient's home, in the hospital ward etc) and the patient is represented by a non-player character (NPC). Initial information would be given by the NPC and the students would then discuss how to proceed, as in any PBL. Additional information may be presented on display screens (via text, image, video, animation or external links), notecards or sound streams or through the 'chat' function of any NPCs involved in the scenario. See Appendix C for an example from the Paramedic course.

Information-driven: The scenario would be presented through multiple interactive screens in SL. These screens will output text, images, sound and video footage as necessary. The information on display will change depending on the students' decisions, similar to the virtual patient model already used at SGUL; the difference being SL allows multiple information screens and a collaborative environment so that the students can interact with one another as well as the scenario.

All transcripts of both scenario types will be recorded and made available within the Institutional VLE. Thus choices the students make during the scenarios can be reviewed at any point. The scenarios will initially be tested by 2 problem-based learning teams of 5 students each, for both courses. After any redesign and implementation that is then necessary, these scenarios will be made available for the entire course (a cohort of 25 students for clinical managers, and 45 for the Paramedic course).

4. Project Outputs

Completion date	WP	Completion Date
Project plan	1	Jan 2008
Stakeholder interest identified	7	Jan 2008
Budget reports	1	Periodically
Project website (set-up)	1	Jan 2008
Collaboration agreement	1	Feb 2008
PBL scenario content, or 'scripts'	2	Feb 2008
Partner pages of website, blog and wiki (set-up)	1	March 2008
Evaluation plan	7	March 2008
Storyboards	2	March 2008
Brief reports	1	26 th April, 8 th Aug 2008
Creation of Healthcare environments within SL: wards, communities, ambulances etc	2	May 2008
SLURLs of environments	2	May 2008
Functional web service	2	May 2008
Orientation area within SL	3	May 2008
Test areas and information boards within SL	3	May 2008
Help guides and FAQs	3	May 2008
Evaluation report on training programme	7	July 2008
Transcripts of trial sessions	4	July 2008
Modified training materials	3	Aug 2008
Re-written storyboards	5	Aug 2008
Evaluation report on trial delivery	7	Aug 2008
Interim reports	1	3 rd October 2008
Four avatar-driven PBL scenarios and four information-driven PBL scenarios (created, implemented, beta tested, re-worked and final deployment)	2, 5	Oct 2008
Quality report	5	Oct 2008

Transcripts of scenarios recorded and archived	6	Nov 2008
Stakeholder workshops	3	Dec 2008
Draft evaluation report	7	Jan 2009
Final budget report	1	March 2009
Final report	1	March 2009
Completion report	1	March 2009
Evaluation report	7	March 2009
Example videos	8	March 2009
Pod-casts of best practice	8	March 2009
Blog to record project progress	8	March 2009
Source code	8	March 2009
User guides for PBL scenarios	8	March 2009
Publications on website	8	After project end
Best practice wiki	8	After project end
Presentations	8	After project end
Publications including JISC Guides:- Introduction to using problem-based learning in virtual worlds (6-10,000wds) - Good practice guide for facilitating learning in virtual worlds (6-10,000wds)	8	After project end

For more detail on the completion schedule, please refer to the Gann Chart (Appendix C).

5. Project Outcomes

The project anticipates a number of outcomes:

1. An immersive model of PBL in SL suitable for off-campus and workplace learning.
2. An evaluation of student and staff responses to the collaborative use of online PBL in virtual worlds.
3. A model for teacher creation and delivery of virtual scenarios within virtual worlds.

Our outputs will be of long term benefit to teachers and courses attempting to improve, or at least maintain, collaborative learning, against a background of decreasing student face-to-face contact, and a higher proportion of off-campus self-directed learning. Whilst not replacing the face-to-face experience, it will be possible to evaluate whether this form of immersive virtual tutorial may offer significant benefits in collaborative learning to the distance learner.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Institutions	Value added by Virtual Patients and non-player characters to develop student decision making, Potential development areas.	High
Academic staff	Their views are represented honestly and inform future developments; Development of SLPBL scenarios	High
Students	Honest representation of views, not disadvantaged by the innovation	High
Developers	Merits and demerits of SL as a platform, MVP as an extensible model; issues in creating MVP (or similar) content that will work both in a fairly linear 2D space and a fairly non-linear 3D space; Ease of authoring and object creation for MVP in 3D	High
PBL Community	Costs and benefits and differences, between SLPBL and	High

	other forms (Online PBL through VLE and Face to Face PBL)	
FE/HE Community	Wider messages to inform further development of integrated learning environments.	Medium
JISC Executive	Synergies between this and other related programmes that are beneficial to the JISC as a whole (In particular Habitat [Oxford], Planet [Leeds Met] and Moose [Leicester]).	High
Professions/Professional Bodies	The impact and long term outcome of such innovation on professional education.	Medium

Institutional Priorities and fit with PREVIEW

Coventry University is an outward facing university whose focus on working with users and stakeholders is central to its values as a provider of higher education. Distance learning is an area of growth for Coventry University and developing tools and materials that foster learning across multi media and technologies for staff and students is personally supported by the vice chancellor.

St George's University of London (SGUL) is renowned both for its innovations in PBL and the web-based resources it has developed to support self-directed learning. It is an institutional priority to expand its offsite teaching and learning and it actively supports the development of technologies which support off site collaborative learning.

Kingston University has implemented an Island in Second Life and is running a number of trials on its use in learning and teaching. It also continues to evaluate the potential of other web 2.0 technologies. The Preview project closely aligns with key elements of the University's Quality Enhancement strategy and specifically with the Faculty of Health and Social Care Sciences Blended Learning strategy.

The value to the universities of this project is the:

1. Development of new or improved methods of working to produce greater efficiency.
2. Improvement in student skill for the workplace.
3. Increased adoption levels of proactive, not reactive, clinical management techniques.
4. Opportunity to engage with realistic scenarios and simulations that may not be available in real life health service settings.

7. Risk Analysis

A comprehensive plan to manage risk within the project will be drawn up. Key elements of this will include a risk log with appropriate management steps and designated risk owner who has the responsibility to monitor that risk over the course of the project. Tolerance levels for each stage of the project will be set with those risks in mind. The risk log will be reviewed at every team meeting.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing: Failure to appoint staff	1	3	3	Workload shared between partners if necessary, 'buy out' existing developers at SGUL in particular
Staffing: Loss of staff during project	3	1	3	Workload shared between partners if necessary, 'buy out' existing developers at SGUL in particular
Staffing: Departure of an	2	3	6	Sufficient trained e-Learning

institutional leader during project				project managers at St George's to ensure satisfactory completion.
Technical: Second Life fails, proves unstable for educational use, or does not have the functionality to manage key operations	1	2	2	As far as possible, PBL scenarios will be independent of the SL platform. System will be developed as PERLrun web-service; if SL fails, scenarios can be moved to an alternative virtual world. Scenarios written in existing platform independent authoring environments.
Technical: Access to the platform from learner PCs is problematic.	4	2	8	If one or more students fail to access SL, systems within the VLE should allow them to participate collaboratively: (recording transcripts etc). Institutional computer labs will support the SL software if students have remote access problems.
Technical: Modification of technical spec. for scenario; or instability of VP standard	4	2	8	The web-based code can be adapted reasonably easily to minor changes in the VP standard.
Technical: Labyrinth-based VP model not suitable for transfer into SL.	1	3	3	VP model appears well-suited to SL. Project will start with the aspects of the model which are most suitable and then move to those with the most risk.
Organisational: Changes in course/staff use of SL	4	2	8	By prior agreement, change permitted on high-quality feedback only, within broad project objectives.
Organisational: Failure of a partner to complete tasks within budget	1	2	2	By prior agreement, Institutional contribution extended to cover tasks.
Organisational: Failure of a partner to meet project milestones in training, embedding etc due to performance difficulties.	1	3	3	High quality project management and communication plan. Create prior agreement with partners to a framework for triggering relocation of tasks, where possible.

8. Standards

Name of standard or specification	Version	Notes
XHTML and CSS	XHTML 1.0, CSS 2.0	A project website will be constructed for the duration of the project. This will conform to web format standards (XHTML and CSS) as well as web accessibility standards.
W3C Web Content Accessibility Guideline [Priority 2]	[Priority 2]	The project website and resources will conform to the accessibility standards set out by the W3C Web Content Accessibility Guideline [Priority 2], to ensure all current and future material produced is viewable to

		all.
Video formats	MPEG 2 and 4	All video resources will be created in as MPEG standard video streams. These can be played on multiple platforms and devices.
Audio formats	MP3	All audio resources will be created in MP3 format or using proprietary sound formats native to the Second Life world.
Image formats	JPEG, GIF, BMP, PNG	All images created as resources will be in standard web image formats.
Virtual patient standard	Medbiquitous ³ Virtual Patient (MVP) standard	An XML data standard for the exchange and reuse of virtual patients. Currently undergoing ANSI accreditation.
Web services	SOAP, REST	Web services created by the applications used in Preview will follow standard protocols.
Metadata	LOM	VP scenario will contain metadata descriptors that is stored in the Learning Object Metadata standard defined by the IEEE.

A project website will be constructed for the duration of the project. This will conform to web format standards (XHTML and CSS) as well as web accessibility standards. All multimedia will conform to existing standards for video, audio and image standards such as MPEG standard video streams, MP3 audio files, and JPEG image files.

All scenarios will be stored in the Medbiquitous Virtual Patient (MVP) standard (an XML data standard for the exchange and reuse of virtual patients). Labyrinth will eventually be able to import and export entire virtual patient cases using the Medbiquitous Virtual Patient (MVP) standard. The web service developed for Second Life will process scenarios stored in this XML standard. The web service itself will be based on existing standards for web communication protocols such as SOAP and REST. The Medbiquitous Virtual Patient (MVP) is an open standard that is freely available to the wider community and is currently undergoing ANSI accreditation.

The virtual patients scenarios stored in the MVP XML format will also contain metadata descriptors of the scenario content, authors, and other key properties for the sharing and interoperability of cases between systems. Metadata will be stored in the LOM (Learning Object Metadata) standard defined by the IEEE.

9. Technical Development

Labyrinth is an experimental educational pathway authoring and delivery system. It is an open source web based application originally developed at the University of Edinburgh. SGUL are already using *Labyrinth* to develop virtual patient cases. *Labyrinth* will eventually be able to import and export entire virtual patient cases using the Medbiquitous Virtual Patient (MVP) standard (a data standard for the exchange and reuse of virtual patients)(3). The Medbiquitous standard that this technology will follow is already available to the wider community, and engages the user in its evolution.

³ Medbiquitous defines technological standards for healthcare education (please refer to <http://www.medbiq.org/> [last accessed 25/09/07])

A *web-service* will be developed for this project that will take the XML output from Labyrinth and send the information to Second Life. This service will sit on the Institutional servers and be independent from both Labyrinth and Second Life, but initiate communication between the two systems. A web service will be used because: It can be accessed from anywhere; more powerful programming environments are available on the web than in a virtual world; and it can be integrated with a large number of virtual worlds.

Second Life is a 3-D virtual world entirely built and owned by its Residents (www.secondlife.com) and developed by Linden Lab. The advantages of trialling PBL within a virtual world have been discussed earlier (see sections 1, 2 and 3). However, we have specifically chosen the SL environment because:

- It is free for the students and tutors to access.
- Project partners already have land invested within SL, and Institutional buy-in.
- There is an existing and active community of educators within SL.
- It is the cheapest and simplest virtual world to develop content for.
- It supports web services and multimedia.
- Avatars can build their own objects, so allowing easy adaptation of existing builds, and increasing sustainability of scenarios.
- Chat and voice options are available.
- SL is moving towards a grid system where the Institution can bring their islands onto their own servers, and have greater control over access.
- Projects such as SLOODLE⁴ are working towards integrating SL with existing tools and practices.

10. Intellectual Property Rights

The source code of the web service developed as part of this bid will be released on an open source license. The Labyrinth application is already available on an open source license. The eight scenarios created in SL as a result of this project work will be made available for other educators to trial. The IPR of the content of the PBL cases themselves will remain with the Institutions as these form an intrinsic part of the curricula.

Project Resources

11. Project Partners

PREVIEW's project partners are Coventry University and St George's University of London (SGUL). Kingston University is also involved through the Faculty of Health and Social Care Sciences (HSCS), a joint faculty with SGUL.

Coventry University is leading the PREVIEW project through the Project Director Professor Maggi Savin-Baden, the leading author, researcher and innovator in the field of PBL. The project director has responsibility for the project achieving its aims and objectives. The main roles include overseeing the project plans and reporting structures, chairing project meetings, and reporting to JISC programme management. Also based at Coventry University is the project manager (tba), a technical developer, and Gary Spolander, the

⁴ SLOODLE is an Eduserv funded project to develop learning tools and structures for educators exploring 3D Multi-User Virtual Environments (<http://www.sloodle.com/> last accessed 01/10/2007)
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course lead for the Clinical Managers course (one of the two healthcare courses the PBL scenarios will be created and trialled in).

SGUL's institutional lead is Dr Terry Poulton, Head of SGUL's e-Learning Unit. Dr Poulton will oversee work being done within SGUL and the joint faculty of HSCS, and ensure PREVIEW remains in line with institutional priorities. For the first three months of the project, an Acting Project Manager will be in place, to allow for lag in recruitment time between project start-up. This will be Emily Conradi, based at SGUL, who will then work as a Learning Technologist once the appointed project manager takes over in month four. Also based at SGUL will be a Technical Developer (tba) and Sheetal Kavia, a Learning Technologist. The Faculty of Health and Social Care Sciences delivers a Paramedic course - the second course the PBL scenarios will be created and delivered for. From the joint faculty the key course lead and scenario writers are Ahmed Younis and Nameer Abdulahad.

The consortium agreement was signed and returned to the JISC on 29th February 2008.

The project evaluation is to be carried out by an external evaluator, Dr Chris Beaumont from Edgehill University. Please refer to the evaluation plan section for more details.

Sub-contractor:

As a result of the UIDM stage 2: Transition and Decision, it was decided that the development of the avatar-driven scenarios is to be outsourced to Daden Limited, a virtual worlds agency, based on their expertise in this area, their value for money, and their appreciation of interoperability and the importance of open standards. Daden have worked in virtual spaces for clients including Media Training Northwest, New Media Partners, Coventry University, Vauxhall, Ciba, Comic Relief and are currently advising two of the UK's largest broadcasters and a major financial services company. Daden have developed virtual characters based on the Artificial Intelligence Markup Language (AIML) and Sitepal avatars since 2002.

12. Project Management

The project will run for 15 months: January 2008 to March 2009. Please refer to Appendix B for a breakdown and timescales of the individual work packages.

The Project manager role is a full time position, with 50% taken up with project management duties, and 50% for technical development. The project manager will be responsible for the day to day running of the project, and roles include: organising project meetings, preparing agendas, recording and disseminating minutes, preparing key documentation, updating the project plan, producing regular reports, ensuring all members of the project team are up to date, and keeping a risk log. This project will be managed based on PRINCE2 project management techniques.

The core project team will communicate through monthly meetings, with more regular meetings depending on project phase and work package. The majority of meetings will take place online in Second Life, chaired by the project director. All meetings will be minuted (aided through recording of transcripts within SL) and action points and timeframes distributed around the team.

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A project mailing list will be set up for all project email communication between the project team, the programme manager and relevant JISC representatives. All project documents will be shared via Jiscmail, and version control procedures will be implemented where necessary. A private wiki will be set up for collaboration over documents.

All major project decisions will be taken jointly by the project team, under the direction of the Project Director. Any diversion from the original project plan will be discussed with the JISC programme manager.

The project board will be comprised of members from all three Institutions. Professor David Morris, Coventry University's Director of e-Learning; Professor Sean Hilton, SGUL's Acting Principal and Vice-Principal for Teaching and Learning; Dr Tim Linsey, Kingston University's Head of Educational Technology Unit. The project board will meet twice a year to review project progress and provide expertise. They will also be involved through regular communications with the project team.

The project steering group is to be advised by the JISC.

Project team:

Name	Role	Institution	Email	Tel
Dr Nameer Abdulahad	Senior Lecturer	HSCS	nabdulah@hscs.sgul.ac.uk	0208 725 0545
Dr Chris Beaumont	External evaluator	Edgehill	Chris.Beaumont@edgehill.ac.uk	01695 584616
Emily Conradi	Acting Project Manager	SGUL	econradi@sgul.ac.uk	0208 725 5235
Sean Hilton	Project Board	SGUL	shilton@sgul.ac.uk	/
Sheetal Kavia	Learning Technologist	SGUL	skavia@sgul.ac.uk	0208 725 5235
Tim Linsey	Project Board	Kingston	T.Linsey@kingston.ac.uk	/
David Morris	Project Board	Coventry	DMorris@cad.coventry.ac.uk	/
Dr Terry Poulton	Institutional Lead	SGUL	tpoulton@sgul.ac.uk	0208 725 5813
Prof Maggi Savin-Baden	Project Director	Coventry	m.savinbaden@coventry.ac.uk	024 7688 7045
Gary Spolander	Course Lead	Coventry	g.spolander@coventry.ac.uk	02476 795831
Dr Ahmed Younis	Course Lead	HSCS	ayounis@hscs.sgul.ac.uk	0208 725 0972
tba	Project Manager	Coventry	/	/
tba	Developer	SGUL	/	/

Training:

The appointed project manager may need training and support on JISC's project management. For this the project will make use of the acting project manager, Emily Conradi, and the JISC infoNet workshops available on project management. Technical development staff will need training on the SL platform, but this will be done outside of the project time and budget. All staff, tutor and student training on SL is built into the project plan. There are no other anticipated training needs.

13. Programme Support

Programme support will be through JISC's Programme Manager Lawrie Phipps, and the Emerge project. Key areas for support identified at this stage will be for communication with like-minded projects, and dissemination activities.

14. Budget

Please refer to Appendix A for a budget breakdown.

Detailed Project Planning

15. Workpackages

Please refer to Appendix B for the work packages, and Appendix C for a detailed project Gantt chart.

16. Evaluation Plan

The project evaluation is to be carried out by an external evaluator – Dr Chris Beaumont from Edgehill University who is familiar with HCI evaluation techniques, several of which will be relevant. Dr Beaumont has experience of substantial projects for example, project leader for HEA: 'Improving feedback for first year students' and UK project leader for British Council Higher Education Link Project (with Temasek Polytechnic) and a number of smaller Action Research projects.

The evaluation of this project aims to:

1. Provide evidence of the overall effects of the project to JISC and its partners.
2. Offer an analytic account of the experience of the project from the perspective of all the key stakeholders
3. Be responsive and flexible enough to capture unintended outcomes, unanticipated effects and implicit aspects of the community of practice
4. Provide an overall summary of the progress of the project, highlighting strengths, weaknesses and areas of development.
5. Inform current and future developments, paying particular attention to their structures, procedures, working practices, relationships and practices
6. Provide strategic intelligence for integrative development of JISC's broader e-learning objectives.

The focus of the project is on the design, development and practical implementation of real-world learning activities involving active practitioners in learning and teaching situations. The objectives of this study are therefore concerned less with the processes by which the projects go about their activities, and more with gathering conceptual issues, challenges and examples of emerging good practice, analysing and reflecting on these, and feeding back to the project and the wider community.

The evaluation encompasses both formative elements to inform the project team and summative elements to establish the worth of what has been achieved. Given the aims of

the project, it is important to capture the experiences of the students, academic staff, developers and project team to provide a rich source of data which will provide insight to inform future developments. Thus, a primarily qualitative approach will be undertaken, with semi-structured interviews being the principle data-gathering approach.

Significant events, from an evaluation perspective, are the project meetings and the key respondent interviews. These data sources will be supplemented by questionnaires where appropriate.

Data will be acquired from three main sources:

- Documentary evidence – any written or graphical outputs from the project’s staff and student activity logs in SL.
- Evaluation activities – at each project meeting there will be an activity designed to explore a particular aspect of the evaluation themes.
- Key respondents – summary transcripts resulting from meetings and interviews with those persons who have some involvement in the projects,

Project Success Criteria

- Development of a workable virtual world delivery system for PBL
- Embedding of the demonstrator within the institutional learning and teaching delivery systems and curricula, for both target courses
- Creation of a model for development of new scenarios for existing courses
- Provision of a model for the creation of scenarios across disciplines/institutions
- Evaluation of all new tools created during the project
- Analysis of user satisfaction (staff, students and stakeholders)
- Achievement of all project deliverables by project end and within budget
- Effective and efficient dissemination of all project deliverables
- High user usage beyond project funding period
- Long term sustainability of scenarios, and environment
- High take up and reuse of resources and material created

Factors to evaluate

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Feb 08	Project initiation	1. What is the project team’s learning from stage 1?	Documentation analysis	Project team clear articulation of stage 1 outcomes, project aims and risk factors.
Oct 08	Attitudes to innovation	2. What are students’ prior experiences of (and attitudes towards) PBL, SL and e-learning?	Questionnaire	n/a
June 08, Oct - Dec 08	Delivery	3. How useful is SL environment for: a) enabling effective collaboration in the PBL team b) enabling effective communication among students & tutors	Interviews, Document analysis, Questionnaire (accessibility)	Student engagement in SL tutorials, Positive student and tutor perceptions

		c) providing a motivational & enjoyable learning environment d) Providing efficient, easy and effective access to learning. (usability)		
Dec 08	The SL environment	4. What aspects of the SL environment are used, and how often? a) How the transcripts and VLE used?	Interviews	Student report of appropriate resources, Tutor reports of appropriate use.
Dec 08	Student's perceptions	5. What are students' perceptions of SL based PBL compared to other experiences of PBL (if applicable)?	Interviews	Comparative levels of student perceptions
June 08, Dec 08	Support	6. What support is required by a) students and b)tutors	Document analysis, interviews, minutes of project mtgs	Student/tutor confidence & competence in SL
Dec 08	Comparison of scenario types	7. How effective are the SL scenarios at developing clinical reasoning. In particular: a) What differences are there between Avatar Driven Scenarios (ADS) and Information Driven Scenarios (IDS)? b) What differences are there between SL and paper scenarios?	Interviews, analysis of minutes of project mtgs	Quality of the PBL outcomes demonstrated by students, Tutor perceptions
Dec 08	Value of scenarios to learning	8. What value do information-driven scenarios (IDS) and avatar-driven scenarios (ADS) add to development of students' clinical reasoning a) What are the issues and areas of potential development for IDS and ADS?	Interviews, analysis of minutes of project mtgs	Quality of the PBL outcomes demonstrated by students, Tutor perceptions, Re-use potential ease / cost of creation modification
Dec 08	Teaching in SL	9. What are the tutors' perceptions of teaching in the SL environment compared to other approaches a) How sustainable is this approach?	Interviews	Potential for expansion and reuse
Dec 08	Technical Development in SL	10. What are the developers' experiences of creating the SL environment? a) Time, complexity, possibility of re-use, collaboration with clients (meeting specification) b) What skill & work is required to modify scenarios?	Interviews, analysis of minutes of project mtgs	Potential for attractive cost/benefit outcome.
Dec 08	Sustainability	11. How extensible is the SL approach? (identifying consequences of adopting ADS	Interviews, Analysis of Project cost	Pedagogical benefits identified; costs, skill and

		or IDS)a) Can it be easily adopted by other subject areas? B) What training/skills are required (tutors/students) c) What are the costs of development and maintenance? D) How reliable is the system? E) What is required to embed SL into a course? F) What is required to adapt PBL scenarios to SL?	documentation, Analysis of Support logs	training requirements viable; reliable & usable system; tutor and student positive reaction.
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More detail of the evaluation methods implemented in this project can be found in the Evaluation Plan document.

17. Quality Plan

Output	PBL scenario content, or 'scripts'				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Fitness for Purpose (curriculum content)	Addresses existing learning outcomes	Acceptance by Module team	Course leads	Course Validation document and Quality Manual.
	Fitness for Purpose (SL)	Adaptable to the SL environment	Scenarios can be translated faithfully into the SL environment	Scenario writers	
	Standards compliance	Adaptable to be interpreted by the web-service for generation within SL	Completion of scenario creation with SL	Technical developers, members, informed by Medbiquitous Virtual Patient Working Group	Medbiquitous Virtual Patient specification MVP
	Validity	Educational to the target audience	Peer review	Scenario writers	Evaluation plan

Output	Creation of Healthcare environments within SL				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Usability	Ease of interaction for group working	Pilot user-testing	Lead developer	
	Fitness for purpose	Support the scenarios	Peer review	Lead developer	
	Validity	Easily identifiable for what they are intended to represent	Peer review	Lead developer	

Output	Scenarios with SL				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if

					applicable)
	Usability	Applicability to PBL	pilot user-testing	Lead developer	
	Fitness for purpose	Successfully delivers PBL	pilot user-testing	Lead developer	

Output	Delivery of scenarios				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Accessibility	All members of PBL groups are able to participate fully, and access materials at a later date	pilot user-testing	Lead developer	

Output	SL training materials and sessions, including orientation materials				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Fitness for purpose	Effective training in the SL platform and/or resource creation	Users able to orientate / interact with / build scenarios as appropriate	Project Director	
	Validity	Effective training in the SL platform and/or resource creation	Users able to orientate / interact with / build scenarios as appropriate	Lead developer	
	Usability	Effective training in the SL platform and/or resource creation	Users able to orientate / interact with / build scenarios as appropriate	Lead developer	

Output	Project website				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Accessibility	Conforms to web standards	Follows guidelines	Lead developer	Web standards
	Usability	Find information easily, acts as an effective dissemination tool	User feedback	Project manager	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
From March	Presentations and papers to national and international	Medicine and healthcare	Introduce medical and healthcare	Overview of aims of project plan,

2008	medical and healthcare community e.g. Association for Medical Education in Europe (AMEE) and biennial international Ottawa conferences, Higher Education Academy subject centres (both for Medicine and Health Sciences and Practice)	educators	community to project aims and objectives, raise awareness and interest, share outcomes	key outputs, benefits for wider healthcare community, availability of PBL scenarios, guides etc
From March 2008	Presentations and publications to educators in higher education e.g. Society for Research in Higher Education, Interdisciplinary Journal of Problem-Based Learning, Instructional Science, Medical Education and Medical Teacher	Other Higher Education Institutions, education practitioners and teachers	Introduce HE community to project aims and objectives, raise awareness and interest, share outcomes	Overview of aims of project plan, key outputs, benefits for wider HE community, take-up by faculty and students
From March 2008	Presentations and publications to e-learning community e.g. ALT-C, ALT-J, Networked Learning Conference, Australasian Journal of Educational Technology	Educators, Researchers and Learning Technologists and other interested parties from the e-learning sector	Generate wider interest and discussion around delivering education within virtual worlds	Disseminate deliverables and findings, specifically relating to technology and standards
From March 2008	Presentations and publications to the SL community e.g. SL Educator mailing lists, in-world advertising and dissemination boards	SL Educators	Engage SL community with project aims, to encourage dialogue and learning from similar or related work	Progress on building and using SL as a platform to develop materials and use as a teaching platform
From March 2008	Website, local media and radio channels	Public	Wider dissemination and interest	Feedback on scenarios, and the successes and failures of teaching in SL
Through out	JISC programme days	IVW cluster and Emerge and e-Learning communities	Communication with user and innovations JISC programme	Disseminate and share progress, findings, difficulties and evaluation results
December 2008-March 2009	Knowledge sharing workshop via UK PBL special interest group	PBL community world wide	Engage PBL community with project aims, to encourage dialogue and learning from similar or related work	Disseminate and share progress and demonstrate findings
January 2010	IVW Conference	IVW academics and businesses, Educators,	Wider dissemination and interest	Application across business and education

		Researchers and Learning Technologists		
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19. Exit and Sustainability Plans

The team will sustain the project by:

1. Long term institutional support for this development.
2. Reusing and redesigning tools and material for a variety of disciplines and courses.
3. Supporting infrastructure will be in place and re-usable for at least 3 years after project end.
4. The majority of supporting infrastructure will be platform independent.
5. Conformance to standards for data consistency and re-use of source codes and builds.
6. Effectively disseminating source codes, standards and best practices to the wider community.
7. Sharing the evaluation results with stakeholders and the education and research communities.
8. Ensuring and maintaining links with other parties and institutions involved in similar work.
9. Further developments to improve the delivery of the scenarios will be explored (e.g. using the SLOODLE platform, moving the build to an exclusive SL Grid held on the Institutional servers).

Project Outputs	Action for Take-up & Embedding	Action for Exit
PBL scenario content, or 'scripts'	Interoperable between systems	
Healthcare environments within SL		Infrastructure in place, and will remain so
NPCs	Interoperable and adaptable	Adaptable through workshops and training
Web-service	Web-based; Interoperable between virtual worlds	Maintained on University servers with access accounts
Four avatar-driven PBL scenarios	Adaptable and accessible; Sound demonstration material, wide and numerous dissemination'	Adaptable web service and existing tools - workshops and training will be offered to staff; scenarios made available to wider community
Four information-driven PBL scenarios	Adaptable and accessible; Sound demonstration material, wide and numerous dissemination	Workshops and training will be offered to staff; scenarios made available to wider community
SL training workshops	Well publicised workshops, informative and well run	workshops and training
Training for educators and developers on scenario creation	Well publicised workshops, informative and well run	workshops and training
Team blog and wiki	Regularly published	Maintained on servers

Scenario facilitation strategies	Published papers	Available on project website.
Evaluation report	Published papers and dissemination activities	Available on project website.
Recommendations on sharing of effective PBL learning practice in SL	Publication and dissemination	Available on project website.
User guides for scenarios	Publication and dissemination	Available on project website and in SL
Best practice guides and examples	Publication and dissemination	Available on project website and in SL
Demonstrator workshops	Well publicised workshops, informative and well run	
Orientation and notecards	Available in SL	Available in SL
Publications	Publication and dissemination	Available on project website.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Project website	Once set up little or no cost to host for an agreed period after project end	Agree timescales to host website	Any complications or overheads associated with hosting server
SL environments	Embedded within delivery for target courses	Agree timescale of commitment.	Ownership and private access to SL land, any policy changes by Linden labs
SL scenarios	Embedded within delivery for target courses, may have wider appeal	Allow interested partners to access the scenarios in SL. Agree schedule for monitoring content.	Access to scenarios on privately owned SL land
Tools to create scenario	In place by end of project	All source code of material made open source	Business plan
Training material	Any material e.g. guides, FAQs, podcasts for training can remain available after project end	Deliver through workshops and disseminated via project website, depending on demands	Outdated by changes to technology, costs to keep up-to-date
Community of practice	Long-term interest	Establish a community of practice	Communication
Evaluation findings	Feed in to related and new areas, many key messages will have wide applicability to e-learning, healthcare, and educational communities	Publish evaluation findings	Effective dissemination

Project Acronym: Preview
Version: 1.0
Contact: Maggi Savin-Baden
Date: 29th February 2008

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages

Appendix C. Gantt Chart

Appendix A: Budget

Directly Incurred Staff	April 07 to March 08 £	April 08 to March 09 £	Total £
Project Manager, Grade 6.26, 50%	£0.00	£15,453.33	£15,453.33
Technical Developer, Grade 6.24, 50%	£4,344.33	£18,409.10	£22,753.43
Developer, Grade 6.26, 50%	£0.00	£15,453.33	£15,453.33
Total Directly Incurred Staff (A)	£4,344.33	£49,315.77	£53,660.09
Non-Staff			
HardWare - PC x2	£2,000.00		£2,000.00
Consultancy - Specialist Evaluators and developers	£12,000.00	£48,000.00	£60,000.00
Dissemination	£0.00	£3,500.00	£3,500.00
Travel	£600.00	£1,500.00	£2,100.00
Consumables	£200.00	£500.00	£700.00
Total Directly Incurred Non-Staff (B)	£14,800.00	£53,500.00	£68,300.00
Directly Incurred Total (A+B=C)			
	£19,144.33	£102,815.77	£121,960.09
Directly Allocated			
Project Director, Grade 8.52, 20%	£3,202.95	£13,652.22	£16,855.17
Acting Project Manager, Grade 7.38, 3 mths 100%, 12 mths 20%	£14,475.40	£12,237.86	£26,713.26
Institutional Lead, Grade 8.51, 10%	£2,800.46	£8,989.60	£11,790.05
Course Lead, Grade 8.52, 15 days		£4,125.96	£4,125.96
Course Lead, Grade 8.52, 18 days		£5,387.38	£5,387.38
Senior Lecturer, Grade 8.46, 18 days		£4,094.05	£4,094.05
Learning Technologist, Grade 5.23 40%	£3,822.83	£16,139.88	£19,962.71
Estates	£5,468.73	£23,696.36	£29,165.09
Directly Allocated Total (D)	£29,770.36	£88,323.31	£118,093.67
Indirect Costs (E)			
	£15,608.40	£84,459.97	£100,068.37
Total Project Cost (C+D+E)			
	£64,523.08	£275,599.04	£340,122.12
Amount Requested from JISC	£49,450.33	£150,549.67	£200,000
Institutional Contributions	£15,072.75	£125,049.37	£140,122.12
% Contributions over the life of the project	JISC 62%	Partners 38%	Total 100%



JISC WORK PACKAGE

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1: Project Management		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
2: Creation and implementation of scenarios			Red	Red	Red	Red										
3: Second Life Training						Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue			
4: Delivery - phase 1						Green	Green	Green								
5: Adaptation of scenarios									Orange	Orange	Orange					
6: Delivery - phase 2											Pink	Pink	Pink			
7: Evaluation		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
8: Dissemination				Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple

Project start date: *Jan 2008*

Project completion date: *March 2009*

Duration: 15 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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				Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Project Management	Jan 2008	March 2009			
<u>Objective:</u> Planning, monitoring, steering, ensuring the project is meeting its objectives, reporting, closing project.					
1. Establish project team, board, roles and responsibilities, recruit any new positions.	Jan 2008	Jan 2008	Project team established Project board established		PD
2. Develop Quality protocols, agree timelines, deliverables and draw up the project plan. Identify key risks and agree the Escalation and trouble-shooting management strategy.	Jan 2008	Jan 2008	Quality plan Communication plan Dissemination plan Exit and sustainability plans Work packages Gantt Chart Project plan	Project plan (1)	PM, PD
3. Establish budget, and control/monitor finance over course of project.	Jan 2008	Feb 2008	Budget Budget reports		PM
4. Sign-off collaboration agreement between project partners.	Jan 2008	Feb 2008	Collaboration agreement		PD
5. Finalise all project meetings and distribute agendas and minutes. Attend any JISC programme meetings as and when appropriate.	Jan 2008	March 2009	Project meeting minutes Project meeting agendas Meeting Schedule		PM
6. Manage all project staff and external contractors.	Jan 2008	March 2009			PM
7. Create and maintain external project website, partner protected pages of website, including project team wiki and blog.	Jan 2008	March 2009	Website (external) Website (internal) Wiki Blog	Website (2)	PM
8. Monitor schedule of work and ensure project deliverables are meeting deadlines. Report	Jan 2008	March 2009	Brief reports Interim report		PM

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
progress to the JISC.					
9. Project close.	Jan 2009	March 2009	Final budget report Final report	Final report (3)	PM
10. Implement Exit and Sustainability plan.	March 2009	March 2009	Completion report	Completion report (4)	PD
WORKPACKAGE 2: Scenario creation and implementation	Feb 2008	May 2008			
Objective: Creation of PBL scenarios in SL					
11. Drafting of initial ideas, curricula and learning objective mapping.	Feb 2008	Feb 2008	Curricula embedding Learning objectives identified Scope of scenarios defined		CL
12. Text/image/video outline of scenarios.	Feb 2008	March 2008	Storyboards		CL
13. Scenario writing.	March 2008	April 2008	Completed text version of scenarios (four for each course)	Scenarios written (5)	CL
14. Building of scenario infrastructure within SL including land, environments, costumes, interactive screens and other applicable SL tools.	March 2008	May 2008	Suitable healthcare environments Paramedic costumes Interactive screens Notecards Video playback SLURLs of environments URLs for web access to SL sensor/visitor logs	Health care Environments in SL (6)	
15. Web service application building.	Feb 2008	May 2008	MVP classified Functional web service		EC

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
			Technical implementation Standards implementation URLs for web access to the MVP and chatbot management systems.		
16. Development of non-player characters.	March 2008	May 2008	Two NPCs Communication between NPC and web service		EC
17. Implementation of scenarios within SL infrastructure.	April 2008	May 2008	Four information-driven scenarios Four avatar-driven scenarios		EC
18. Scenario testing - systems testing, quality checks.	May 2008	May 2008	System test results Quality approved scenarios Quality report Eight working PBL scenarios	PBL scenarios working and ready in SL (7)	PM
WORKPACKAGE 3: Second Life Training Objective: Train students and educators to use SL, Train educators on how to modify the scenarios.	May 2008	Dec 2008			
19. Design training materials	May 2008	May 2008	Orientation area set up Test areas within SL Information boards in SL Help guides in SL and RL FAQs in SL and RL		TD
20. Quality review training materials	May 2008	May 2008	Quality reviewed training materials	Training materials (8)	PM
21. Recruit student volunteers	May 2008	May 2008	Student volunteers		PM
22. Carry out volunteer student training covering access, navigation, communication in SL;	June 2008	June 2008	Volunteer students trained and orientated in SL environment		LT

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
23. Train volunteer students on how to interact with scenarios;	June 2008	July 2008	Volunteer students trained in using scenarios		LT
24. Carry out staff training covering access, navigation, communication in SL	June 2008	June 2008	Staff trained and orientated in SL environment		LT
25. Train staff on how to interact with scenarios;	June 2008	July 2008	Staff trained in using scenarios		LT
26. Train course leads on how to use Labyrinth and modify the scenarios within SL;	July 2008	Sep 2008	Staff trained in modifying the scenarios	Staff trained (9)	EC
27. Modify training materials	July 2008	Aug 2008	Improved/updated training materials		TD
28. Carry out course student training covering access, navigation, communication in SL;	Sep 2008	Sep 2008	Course students trained and orientated in SL environment		LT
29. Train course students on how to interact with scenarios;	Oct 2008	Oct 2008	Course students trained in using scenarios	Students trained (10)	LT
30. Provide workshops to interested stakeholders	Nov 2008	Dec 2008	Stakeholder workshops	Stakeholder workshops (11)	PD
WORKPACKAGE 4: Delivery – phase 1 Objective: Scenarios to be delivered with students for PBL	May 2008	July 2008			
31. Set up course virtual learning environment (VLE) to support the PBL delivery.	May 2008	May 2008	VLE set up for scenario delivery		LT
32. Infrastructure set up to record sessions	May 2008	May 2008			TD

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
33. Deliver scenarios to volunteer students. Monitor, support and facilitate the running of the scenarios.	May 2008	July 2008	Scenarios delivered to test group	Test group trial (12)	CL, LT
34. Transcripts of sessions recorded and replayed.	May 2008	July 2008	Transcripts of scenario sessions recorded and archived. Archives made available to students to access through course VLE.		CL
WORKPACKAGE 5: Scenario Adaptation and Implementation Objective: Adaptation of scenarios after feedback from trial delivery phase	Aug 2008	Oct 2008			
35. Redefining initial scenario ideas based on outputs from work packages 2,3 and 7.	Aug 2008	Aug 2008	Re-written storyboards		CL
36. Scenario adaptations. Web service and NPCs updated. Technical implementation of changes. Standards updates.	Aug 2008	Sep 2008	Adapted and re-implemented scenarios		CL
37. Scenario testing - systems testing, quality checks.	Oct 2008	Oct 2008	Updated scenarios tested and working. System test results Quality approved scenarios Quality report		PM
38. User and stakeholder acceptance	Oct 2008	Oct 2008	Scenarios ready	Modified scenarios (12)	PM

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
WORKPACKAGE 6: Delivery – phase 2	Oct 2008	Dec 2009			
<u>Objective:</u> Scenarios to be delivered within the courses					
39. Set up course VLE to support PBL delivery containing relevant slurls for accessing scenarios, help material, linked resources and access to recorded transcripts.			Timed delivery through course VLE		LT
40. Deliver scenarios in line with student curricula	Oct 2008	Nov 2008	Scenarios delivered within courses.	Scenarios delivered to course (13)	CL
41. Monitor scenarios within SL	Oct 2008	Nov 2008	Scenarios monitored		LT
42. Support running of SL teaching	Oct 2008	Nov 2008	Scenarios supported		LT
43. Facilitate the PBL sessions	Oct 2008	Nov 2008	Scenarios facilitated		CL
44. Transcripts of sessions recorded and replayed	Oct 2008	Nov 2008	Transcripts of scenarios recorded and archived. Archives made available to students to access through course VLE.		CL
WORKPACKAGE 7: Evaluation	Jan 2008	March 2009			

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
Objective: To evaluate the effectiveness of using SL to deliver SL; evaluate project achieving its objectives.					
45. Stakeholders identified and reviewed; stakeholders needs analysis performed	Jan 2008	Jan 2008	List of key stakeholders. Stakeholder interests identified.		EE
46. Evaluation questions prepared and scope defined	Jan 2008	March 2008	Evaluation questions. Scope of evaluation defined.		EE
47. Evaluation methodologies confirmed	Jan 2008	March 2008	Evaluation methods		EE
48. Evaluation plan finalised	Jan 2008	March 2008	Evaluation plan	Evaluation plan	EE
49. Evaluation embedded through each project stage	Jan 2008	March 2008	Evaluation embedded throughout each key project stage.		PM
50. Evidence gathering from training activities	May 2008	July 2008	Evaluation of training tools and methods, looking at the efficiency and effectiveness of training techniques - fitness for purpose.		EE
51. Analyse results	July 2008	Aug 2008	Statistical and qualitative analysis		EE
52. Findings fed back	Aug 2008	Aug 2008	Evaluation report on training programme.	Evaluative findings of SL training	EE
53. Evidence gathering - delivery phase 1: monitor effectiveness of e-learning frameworks in SL context; examine facilitator role; examine accessibility issues; user acceptance.	May 2008	July 2008	Evaluation of the delivery of PBL scenarios to trial students. Monitoring accessibility, usability, and validity. Learning, role of tutor, student and staff take-up.		PM
54. Analyse results	July 2008	Aug 2008	Statistical and qualitative analysis		EE

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
55. Findings fed back	Aug 2008	Aug 2008	Evaluation report on trial delivery	Evaluative findings from first implementation	EE
56. Evidence gathering - delivery phase 2: monitor effectiveness of e-learning frameworks in SL context; examine facilitator role; examine accessibility issues; user acceptance.	Oct 2008	Dec 2008	Evaluation of the delivery of PBL scenarios to trial students. Monitoring accessibility, usability, and validity. Learning, role of tutor, student and staff take-up.		PM
57. Analyse results	Dec 2008	Feb 2009	Statistical and qualitative analysis		EE
58. Employer stakeholder evaluation	Oct 2008	Oct 2008	Stakeholder views assessed		PD
59. Project team development and progress evaluation	Jan 2009	March 2009	Interviews of project team Review of project blog		EE
60. Draft evaluation report	Jan 2009	Jan 2009	Draft evaluation report		EE
61. Evaluation report prepared	Feb 2009	March 2009	Evaluation report	Evaluation report	EE
WORKPACKAGE 8: Dissemination	March 2008	March 2009			
Objective: Findings and key learning points disseminated; tools and processes made available to wider community					
62. Publish key documentation on project website	March 2009	After project end	Publications on website		PM
63. Create a wiki to support best practice	Jan 2009	After project end	Best-practice wiki		PM

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
64. Create podcasts and videos to demonstrate scenarios and best practice	Jan 2009	March 2009	Example Videos Pod-casts of best practice		PD
65. Ensure all findings are disseminated through project blog	Jan 2009	March 2009	Blog to record project progress		PM
66. Release code on an open-source license	March 2009	March 2009	Source code		TD
67. Produce users guides in conjunction with the JISC	Jan 2009	March 2009	User guides		PD
68. Presentations will be made to Ozzawa 2008; Society for Research in Higher Education, 2009; Networked Learning Conference, 2009/10; ALT-C, 2009, SEDA 2009; AMEE 2009.	March 2008	After project end	Presentations		PD
69. Publications: submit papers to Higher Education; Instructional Science; ALT-J; Interdisciplinary Journal of Problem-Based Learning; Australasian Journal of Educational Technology.	May 2008	After project end	Publications		PD
70. Publications: Newsletters and media: SRHE newsletter, Alt-J newsletter, PBL, Higher Education Academy (Health Sciences and Practice and Medicine, Dentistry and Veterinary subject centres) Newsletter, local papers and radio	Jan 2009	After project end	Publications		PD
71. Disseminate findings to the wider community through the JISC e-framework	May 2008	March 2009			PD
72. Engage with educators and wider community through relevant discussion lists including: Emerge, JISC PBL mailing list, SLED, SL Healthcare, UK Educators.	March 2008	March 2009			PM

Members of Project Team:

Project Acronym: PREVIEW
 Version: 1.0
 Contact: Emily Conradi
 Date: February 2008

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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PD = Project Director (Maggi Savin-Baden)

PM = Project Manager (tba, Acting = Emily Conradi)

TP = Terry Poulton, Institutional Lead

LT = Learning Technologist (Sheetal Kavia)

TD = Technical Developer (tba)

CL = Course Lead (Ahmed Younis, Paramedic course; Gary Spolander, Clinical manager's course)

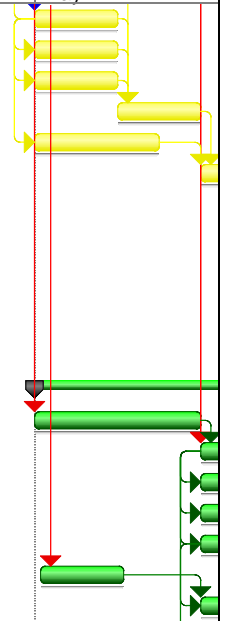
EE = External evaluator(Chris Beaumont)

EC = External contractor(Daden, David Burden)

ID	Task Name	Duration	Start	Finish	December	January	February	March	April	May
1	WP1: Project Management	325 days	Wed 02/01/08	Tue 31/03/09						
2	Project team established	5 days	Wed 02/01/08	Tue 08/01/08						
3	Develop quality plan	15 days	Wed 09/01/08	Tue 29/01/08						
4	Establish communication plan	15 days	Wed 09/01/08	Tue 29/01/08						
5	Develop dissemination procedure	15 days	Wed 30/01/08	Tue 19/02/08						
6	Develop exit and sustainability plan	15 days	Wed 30/01/08	Tue 19/02/08						
7	**Project plan	25 days	Tue 26/02/08	Mon 31/03/08						
8	Budget	5 days	Wed 09/01/08	Tue 15/01/08						
9	Collaboration agreement	15 days	Wed 16/01/08	Tue 05/02/08						
10	**Create project website	20 days	Wed 30/01/08	Tue 26/02/08						
11	Create team wiki	10 days	Wed 27/02/08	Tue 11/03/08						
12	Create project blog	20 days	Wed 27/02/08	Tue 25/03/08						
13	Brief report	15 days	Tue 01/04/08	Mon 21/04/08						
14	Budget report	10 days	Wed 16/01/08	Tue 29/01/08						
15	Brief report	15 days	Mon 21/07/08	Fri 08/08/08						
16	Budget report	10 days	Mon 11/08/08	Fri 22/08/08						
17	Prepare Interim report	20 days	Mon 08/09/08	Fri 03/10/08						
18	Draft final report	30 days	Mon 01/12/08	Fri 09/01/09						
19	**Final budget report	15 days	Mon 12/01/09	Fri 30/01/09						
20	**Final report	15 days	Wed 11/03/09	Tue 31/03/09						
21	**Completion report	15 days	Wed 11/03/09	Tue 31/03/09						
22	WP2: Scenario Creation and Implementation	77 days	Wed 06/02/08	Thu 22/05/08						
23	Drafting of initial ideas and curricula mappi	10 days	Wed 06/02/08	Tue 19/02/08						
24	Storyboards	10 days	Wed 20/02/08	Tue 04/03/08						
25	Scenario writing	20 days	Wed 05/03/08	Tue 01/04/08						
26	Web service application building	35 days	Wed 06/02/08	Tue 25/03/08						
27	Environments and costumes in SL	20 days	Wed 05/03/08	Tue 01/04/08						
28	Additional SL tools (e.g. interactive screen	35 days	Wed 06/02/08	Tue 25/03/08						
29	SLURLs of environments	5 days	Wed 02/04/08	Tue 08/04/08						
30	Non-player characters	15 days	Wed 02/04/08	Tue 22/04/08						
31	Technical implementation	7 days	Wed 23/04/08	Thu 01/05/08						
32	Standards implementation	7 days	Wed 23/04/08	Thu 01/05/08						
33	System testing	5 days	Fri 02/05/08	Thu 08/05/08						
34	Quality review	5 days	Fri 09/05/08	Thu 15/05/08						
35	Scenario testing	5 days	Fri 09/05/08	Thu 15/05/08						
36	**Eight working PBL scenarios	5 days	Fri 16/05/08	Thu 22/05/08						
37	WP3: Second Life training	165 days	Thu 01/05/08	Wed 17/12/08						
38	Design and set up orientation area within S	10 days	Thu 01/05/08	Wed 14/05/08						

Project: preview_26.02.08 Date: Fri 29/02/08	Task		Milestone		External Tasks	
	Split		Summary		External Milestone	
	Progress		Project Summary		Deadline	

ID	Task Name	Duration	Start	Finish	December	January	February	March	April	May
39	Create SL information boards	10 days	Thu 01/05/08	Wed 14/05/08						
40	Write help guides and FAQs	10 days	Thu 01/05/08	Wed 14/05/08						
41	Create test areas within SL	10 days	Thu 01/05/08	Wed 14/05/08						
42	Quality review training materials	10 days	Thu 15/05/08	Wed 28/05/08						
43	Recruit student volunteers	15 days	Thu 01/05/08	Wed 21/05/08						
44	Train course leads and student volunteers	15 days	Thu 29/05/08	Wed 18/06/08						
45	Train course leads and student volunteers	15 days	Thu 19/06/08	Wed 09/07/08						
46	Train staff on modifying scenarios	20 days	Thu 10/07/08	Wed 06/08/08						
47	Modified training material	20 days	Thu 11/09/08	Wed 08/10/08						
48	Train staff and students to navigate and cc	15 days	Thu 09/10/08	Wed 29/10/08						
49	Training staff and students to interact with	15 days	Thu 30/10/08	Wed 19/11/08						
50	**Stakeholder workshops	20 days	Thu 20/11/08	Wed 17/12/08						
51	WP4: Delivery Phase 1	65 days	Thu 01/05/08	Wed 30/07/08						
52	VLE set up for scenario delivery	20 days	Thu 01/05/08	Wed 28/05/08						
53	**Deliver scenarios to test group	45 days	Thu 29/05/08	Wed 30/07/08						
54	Support running of SL teaching	45 days	Thu 29/05/08	Wed 30/07/08						
55	Facilitate the PBL sessions	45 days	Thu 29/05/08	Wed 30/07/08						
56	Monitor scenarios within SL	45 days	Thu 29/05/08	Wed 30/07/08						
57	Infrastructure set up to record sessions	10 days	Fri 02/05/08	Thu 15/05/08						
58	Transcripts of sessions recorded and archi	45 days	Thu 29/05/08	Wed 30/07/08						
59	WP5: Scenario Adaptation and Implementati	46 days	Thu 21/08/08	Thu 23/10/08						
60	Re-written storyboards	20 days	Thu 21/08/08	Wed 17/09/08						
61	Adapted scenarios	15 days	Thu 28/08/08	Wed 17/09/08						
62	Technical implementation	5 days	Thu 18/09/08	Wed 24/09/08						
63	Systems testing	5 days	Thu 25/09/08	Wed 01/10/08						
64	Quality review	5 days	Thu 02/10/08	Wed 08/10/08						
65	Quality report	10 days	Thu 09/10/08	Wed 22/10/08						
66	User acceptance testing	10 days	Thu 09/10/08	Wed 22/10/08						
67	Stakeholder evaluation	10 days	Thu 09/10/08	Wed 22/10/08						
68	*Eight updated PBL scenarios	1 day	Thu 23/10/08	Thu 23/10/08						
69	WP6: Delivery Phase 2	60 days	Wed 01/10/08	Tue 23/12/08						
70	VLE set up for scenario delivery	15 days	Wed 01/10/08	Tue 21/10/08						
71	Deliver scenarios to course students	45 days	Wed 22/10/08	Tue 23/12/08						
72	Monitor scenarios within SL	45 days	Wed 22/10/08	Tue 23/12/08						
73	Supporting running of SL teaching	45 days	Wed 22/10/08	Tue 23/12/08						
74	Facilitate the PBL sessions	45 days	Wed 22/10/08	Tue 23/12/08						
75	Transcripts of sessions recorded and archi	45 days	Wed 22/10/08	Tue 23/12/08						
76	WP7: Evaluation	313 days	Wed 02/01/08	Fri 13/03/09						



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Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	

ID	Task Name	Duration	Start	Finish	December	January	February	March	April	May
77	Stakeholders identified and needs identified	10 days	Wed 02/01/08	Tue 15/01/08						
78	Evaluation questions prepared	10 days	Wed 16/01/08	Tue 29/01/08						
79	Evaluation methodologies confirmed	10 days	Wed 30/01/08	Tue 12/02/08						
80	**Evaluation plan finalised	10 days	Wed 13/02/08	Tue 26/02/08						
81	Evaluation of training materials	15 days	Thu 10/07/08	Wed 30/07/08						
82	Analysis of training evaluation results	15 days	Thu 31/07/08	Wed 20/08/08						
83	Training evaluation results feedback	15 days	Thu 21/08/08	Wed 10/09/08						
84	Evidence gathering of trial delivery	45 days	Thu 29/05/08	Wed 30/07/08						
85	Analysis of trial delivery results	10 days	Thu 31/07/08	Wed 13/08/08						
86	**Evaluation of trial delivery feedback	5 days	Thu 14/08/08	Wed 20/08/08						
87	Evidence gathering from course delivery	28 days	Wed 24/12/08	Fri 30/01/09						
88	Analyse results of trial delivery	20 days	Mon 02/02/09	Fri 27/02/09						
89	Employer stakeholder evaluation	10 days	Mon 02/03/09	Fri 13/03/09						
90	Project analysis from project blog and eval	10 days	Fri 02/01/09	Thu 15/01/09						
91	Draft evaluation report prepared	15 days	Fri 16/01/09	Thu 05/02/09						
92	**Evaluation report prepared	20 days	Fri 06/02/09	Thu 05/03/09						
93	WP8: Dissemination	325 days	Wed 02/01/08	Tue 31/03/09						
94	Publish key documentation on project web	285 days	Wed 27/02/08	Tue 31/03/09						
95	Create a wiki to support best practice	10 days	Thu 11/09/08	Wed 24/09/08						
96	Create podcasts and videos to demonstrate	22 days	Mon 02/03/09	Tue 31/03/09						
97	Ensure project progression updated on team	265 days	Wed 26/03/08	Tue 31/03/09						
98	Release code on an open-source license v	10 days	Wed 18/03/09	Tue 31/03/09						
99	Produce user guides in conjunction with th	50 days	Thu 18/12/08	Wed 25/02/09						
100	Presentations	65 days	Mon 03/03/08	Fri 30/05/08						
101	Publications: Papers	325 days	Wed 02/01/08	Tue 31/03/09						
102	Publications: Newsletters and Journals	325 days	Wed 02/01/08	Tue 31/03/09						
103	Disseminate findings to the wider JISC cor	325 days	Wed 02/01/08	Tue 31/03/09						
104	Engage with educators and wider commur	325 days	Wed 02/01/08	Tue 31/03/09						

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Task

Split

Progress

Milestone

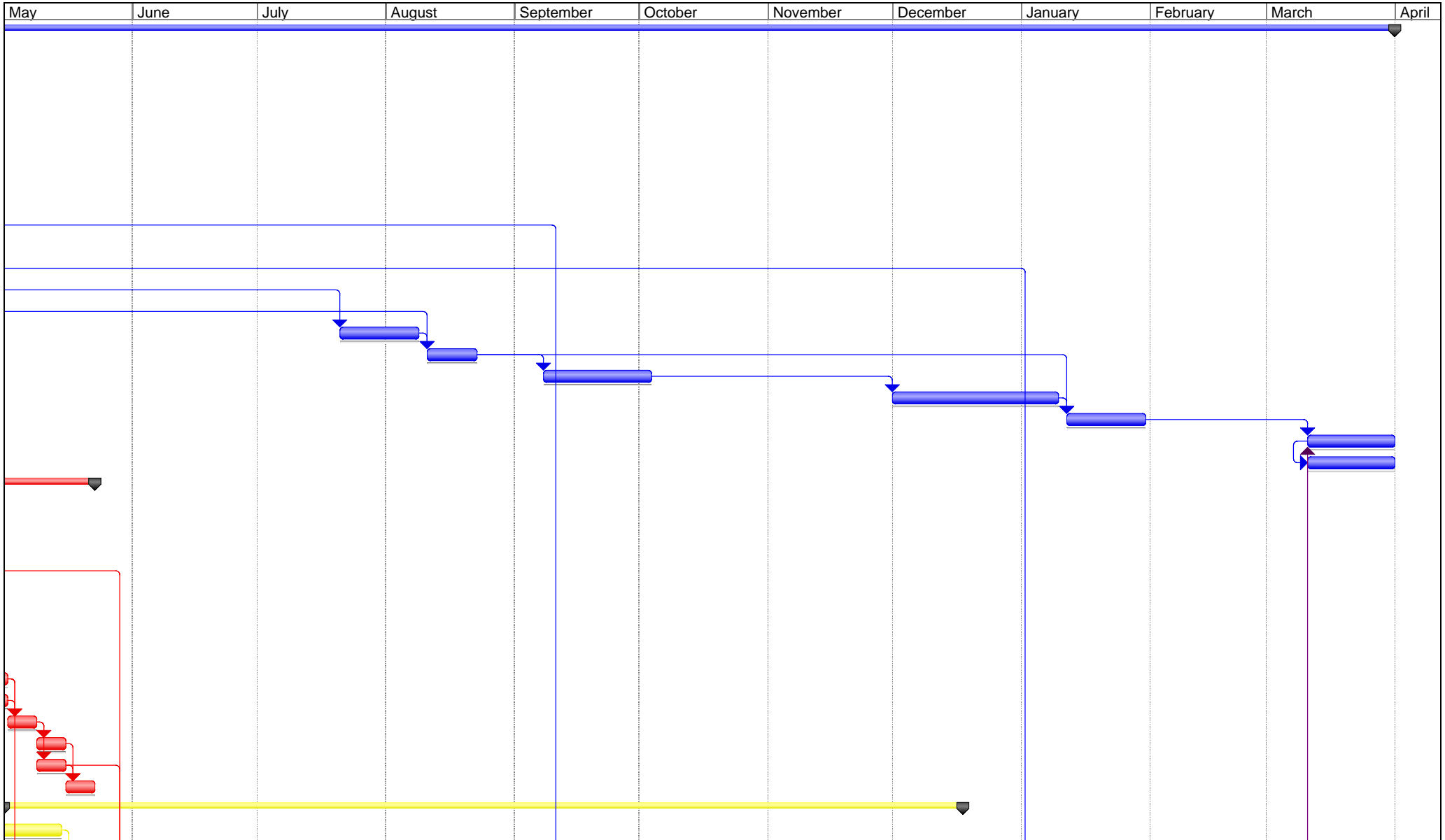
Summary

Project Summary

External Tasks

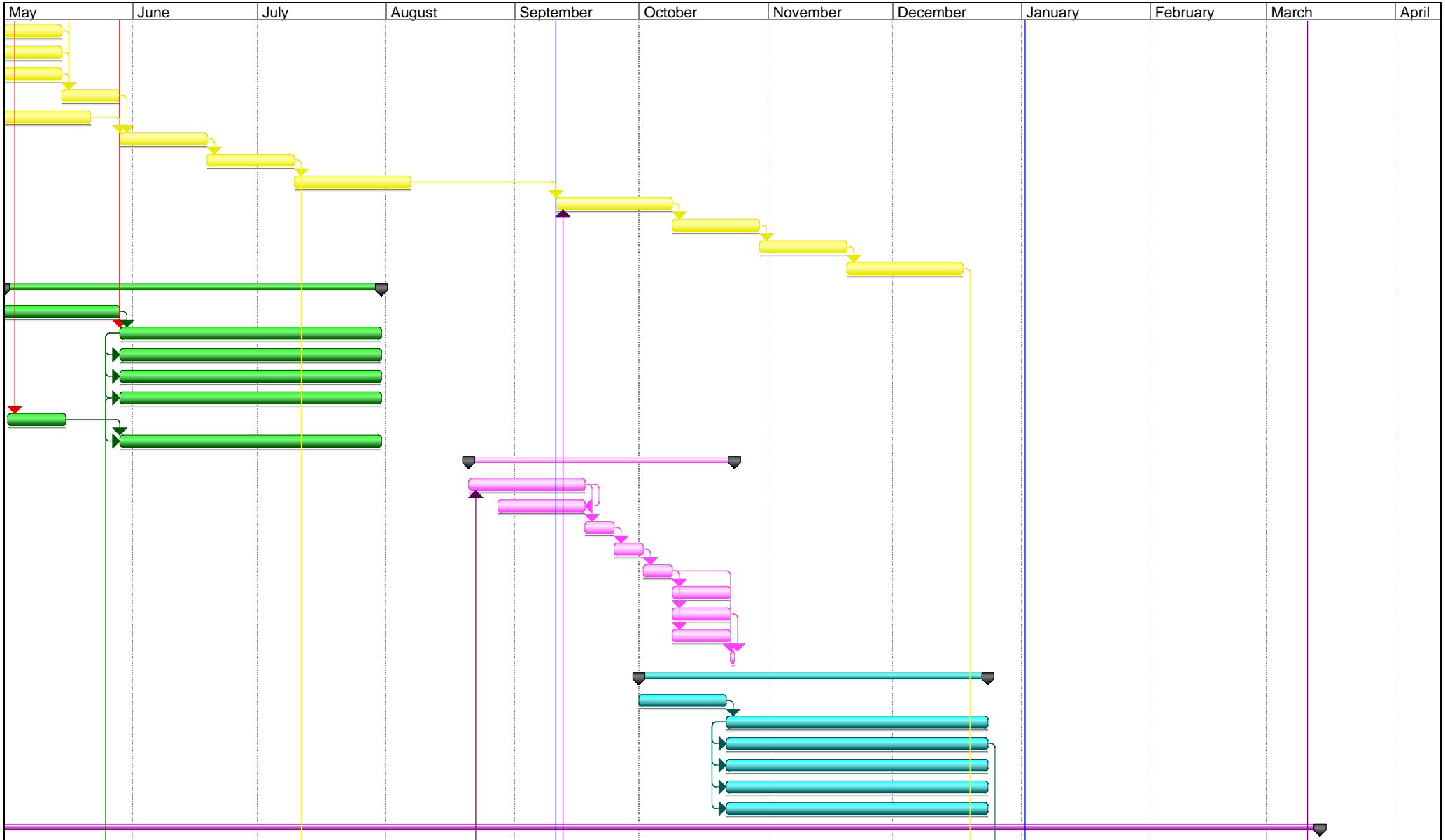
External Milestone

Deadline



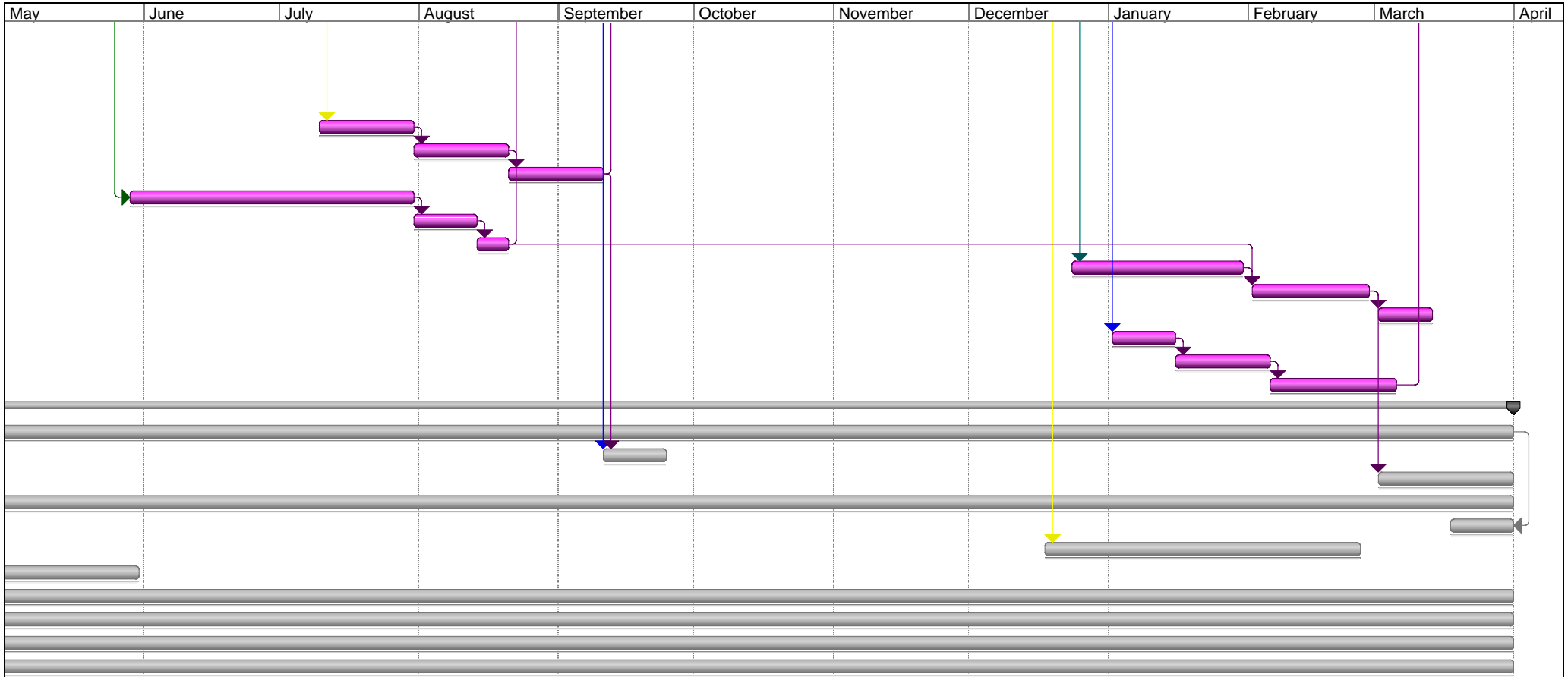
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Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	



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Task		Milestone		External Tasks	
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Split		Summary		External Milestone	
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April	May	June	July	August	September	October	November	December	January	February	March


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Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	


April	May	June	July	August	September	October	November	December	January	February	March


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Task 

Split 

Progress 

Milestone 

Summary 

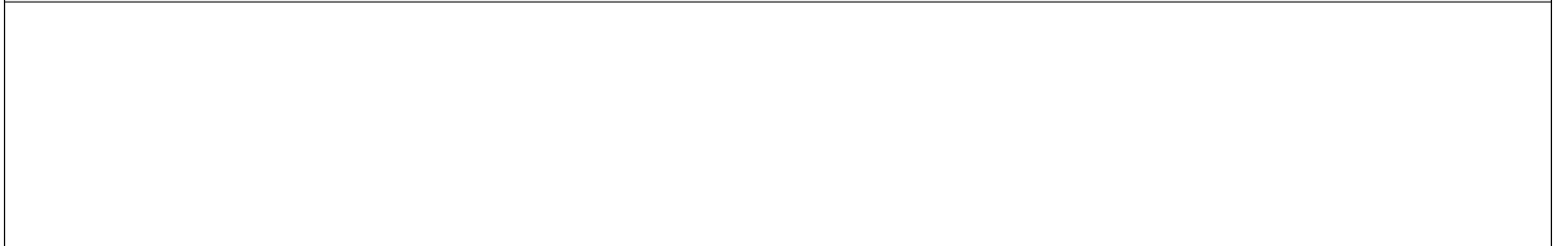
Project Summary 









External Tasks 

External Milestone 

Deadline 

April	May	June	July	August	September	October	November	December	January	February	March



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	Split 	Summary 	External Milestone 
	Progress 	Project Summary 	Deadline 