

SURF WBL

Main Project Partners:

Staffordshire University

Shrewsbury College of Arts and Technology

Stoke-on-Trent College

Burton College

Supporting Partner

Foundation Degree Forward

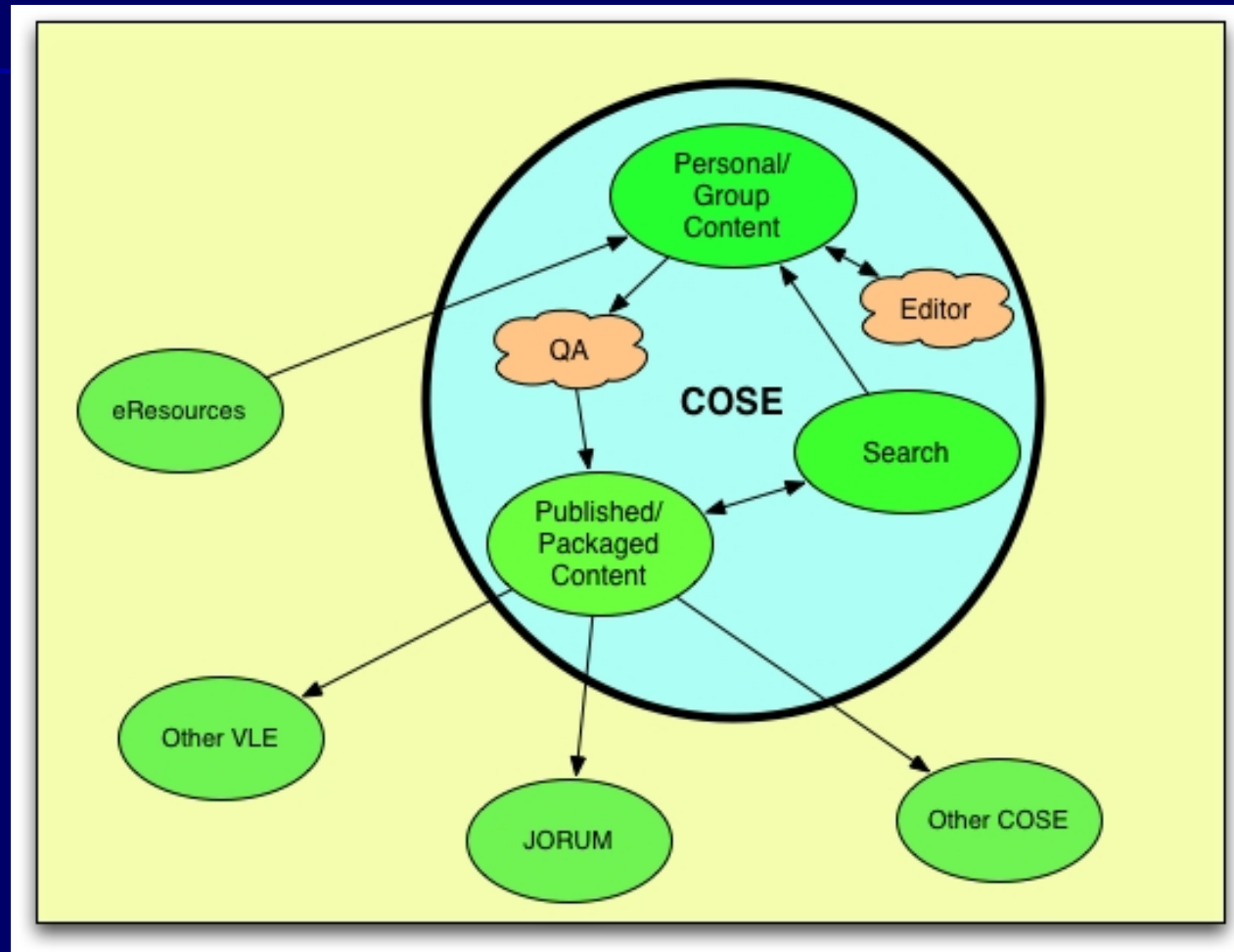
Focus of SURF WBL

- Work-based Learning
- SURF Courses – mainly FDs
- Generic WBL Resources
- Subject specific exemplars
- For use across SURF
- For submission to JORUM
- SURF and Institutional Processes for this

Technical Approach

- Resources will be collected and repurposed in COSE
- Draws on Technical work of SURF X4L
- Packaged copies also held in COSE for export and use in any SURF VLE
- Packaged copies put into JORUM

Technical Approach



SURF WBL Deliverables 1

A Practical Guide to the Resourcing and Support of WBL:

Describing: the practical and technical aspects of creating the resources and depositing them in the SURF COSE-based repository and JORUM; the workflows as developed and evaluated to enable this to happen; the nature of the generic resources and how they relate to WBL; the embedding of the exemplars in specific Foundation Degrees and the evaluation of their use.

SURF WBL Deliverables 2

A Study of Policy & Organisational Implications of Resourcing & Supporting WBL in a Consortium

Describing: all issues encountered in putting in place the policies, procedures, roles and responsibilities needed to implement the workflows for the design creation and delivery of the resources and exemplars created, and how reuse and repurposing and the use of a repository approach integrates into these. These will be addressed both from a SURF Consortium viewpoint and an individual institutional viewpoint, so that the barriers, tensions and conflicts involved in their creation can be effectively discussed.

SURF WBL Deliverables 3

Generic Resources for the support of WBL and Embedded Exemplars

WBL elements in FDs have shared foci and outcomes, e.g.

- Identify role and responsibilities within the organization and/or project.
- Identify aspect of professional work for further investigation in the course.
- Negotiate and develop specific learning objectives with an experiential tutor and work-based mentor.
- Produce a report on the agreed study/project in an analytical manner.
- Relate the completed report to their academic study.
- Record experience with reference to professional standards of competence.

Project will, by reusing and repurposing available resources, create resources to support these outcomes, and combine them with repurposed discipline specific resources to produce exemplars of their application.

Areas so far identified are:

Applied Technology Early Years Care Management Teaching Assistants

SURF WBL Tasks 1 (not a sequence)

- Core group Project Plan and operational protocols, and agree these with JISC
- Learning technologists develop and agree “trial” workflows and processes
- Partners ensure required academic involvement has been identified and agreed and course elements where WBL activities and materials will be embedded are agreed between College and University course teams
- In partnership with FDF, academic group agree generic requirements for SURF WBL and associated resource requirements
- With information specialists, project team carry out a detailed identification of available resources for reuse and resolve CP/IPR issues
- Academic group develop, with learning technologists, a plan to create pedagogically active learning opportunities using identified resources

SURF WBL Tasks 2 (not a sequence)

- The project team provide staff training including embedding staff development into “production approaches and workflows” within the individual partners. Academic staff and learning technologists produce generic WBL learning content in partnership
- Academic staff and learning technologists produce “embedding” learning content in partnership
- Project team build all content into the COSE VLE, including metadata to agreed application profile
- All resources quality assured using SURF QA procedures
- All resources published in COSE and packaged in IMS form for export
- Resources used with agreed “embedding” SURF courses from COSE
- Resources exported from COSE by project partner colleges and imported into other College and University VLEs

SURF WBL Tasks 1 (not a sequence)

- Resources exploited more widely in partner Colleges
- Resources disseminated and reused across SURF
- Resources deposited in JORUM
- Creation and delivery evaluated from both teacher and learner perspectives, building on SURF X4L approach plus selected case studies
- Workflows evaluated – changes to policy and procedures agreed and made
- Written project deliverables produced
- Review and evaluation of individual institutional communications

SURF WBL - Organisation

- Project Management Mark Stiles + LDI
- Core Group – runs project
 - Sub group for policy/process work
- Development Group - work on design, resourcing and development
 - May have “phase” sub-groups
- Steering Group – oversees project

SURF WBL - Contribution

- Staffordshire IS contribute Technical Support, additional LTs and LS staff effort
- Colleges contribute 0.5 FTE project management/support
- FDF contribute guidance, dissemination and national focus

SURF WBL – So far

- Inception meeting held with college partners, FDF and SURF
- Discussions with CETL's and national & local LSC re contribution of ideas and resources
- Planning with FDF re dissemination

SURF WBL Scenarios 1

As a tutor on the Foundation Degree in Applied Technology at Burton my students undertake a programme of blended learning combining face-to-face workplace delivery with support accessed via a managed learning environment. The learning environment provides resources to help facilitate the delivery in the workplace and provides the learners with support outside of timetabled delivery. The resources available include support materials I created myself by combining existing resources from Staffordshire University's COSE system with new material I wrote myself. In addition the students have access to course administration information and research materials.

SURF WBL Scenarios 2

I'm working in a primary school as a teaching assistant, I think I work well with children and I want to progress. I'm not sure or confident about becoming a "full" teacher but I want to build on my study skills and increase my self esteem by studying for a Foundation Degree. As part of my assessed work I have to prepare a series of activities for the children I work with and I am required to report on the experience. My tutor has sent me email about some material in Blackboard that might help. I log on and find some material (that is apparently from something called "NLN") to help me build the tasks and some other material that gives me guidance on evaluating how well they work.

SURF WBL Scenarios 3

I run an HND in Software Engineering at Shrewsbury College and provide material online for my WBLs. I looked on the COSE system at Staffordshire University and found some resources and advice for students on identifying their role and responsibilities within organisational context. I exported this as a zip file (content package) and, with the help of content developers in the ILT team, and some input from local employers, re-used the resources within the College's Virtual Campus.

SURF WBL Scenarios 4

I am a student taking an HNC in Construction at Shrewsbury College. I completed my BTEC National Diploma at the College last year and since then I have been employed by a local quantity surveyor who is now sponsoring my HND. I use my account on the Virtual Campus (the College's VLE) as the gateway into my programme of study. Through it I can access all my learning materials, submit assignments, and get online support from my programme tutors. I can also use the communication features to keep in touch with the other students on the course.

SURF WBL Scenarios 5

I work for a SURF college of further education and am working on the development of the Work Based Learning component of a Foundation Degree that will be supported by e-learning. As Work Based Learning is a generic part of FD provision I am planning to make use of some generic electronic resources that I have been told about where appropriate. I log in to the COSE Virtual Learning Environment and use its Search Tools to search for resources on helping learners to relate and apply their academic learning to their work situation. The search returns a number of documents, which I am able to read before selecting. The documents also contain hints for tutors on how they might be incorporated into their courses. I select a useful document and incorporate it into my course in COSE. I add a COSE Hint to give students some examples specific to their subject and work place settings. I then create a small activity that asks students to provide and share some more examples with their learner group.

SURF WBL Scenarios 6

I am a student on an Early Years Foundation Degree at Stoke College and have very limited access to the Internet, except when I can manage to get into the College or visit my helpful friend. I do, however, have access to a laptop computer that my boss is happy to let me use for word processing. It is not Internet connected, but has a CD-ROM drive. I discuss this with my tutor and we agree the sort of resources I can see in Olympus that I would like to be able to use on the laptop. I'm not very IT skilled and find downloading and storing files troublesome and worrying. After a week the lecturer comes back to me with a CD that he says will let me get at the course resources more easily on the laptop (He got some help from the "Ed Techs" - whoever they are). When I put the CD into the laptop it runs something called COSE in Internet Explorer and gives me a little tree with the various resources listed. It's not like Olympus but seems easy enough to use...

SURF WBL Scenarios 7

I am a tutor at Shrewsbury College and help to deliver the Foundation Degree for Teaching Assistants. The degree course now includes electronic learning and support material for WBLs. I have been involved in the SURF WBL project for the last year, and have helped the ILT refine the procedures for repurposing material, packaging it, and uploading in to both Virtual Campus and COSE. As a result of using the COSE system to search for material put there by others, I now understand why using metadata to describe resources is worth the effort. I am now using the material I created, together with some other material I found and exported from COSE with my students. With the ILT team, I will evaluate the processes, resources and outcomes. If I'm pleased with the outcomes, the ILT staff tell me I can upload my resources to a national repository called JORUM.

SURF WBL Scenarios 8

I have worked for a local engineering company in Shrewsbury for the last six years and am seeking promotion to a management position. My employer is paying for my place on an HNC in Business course at Shrewsbury College which I attend part time. I can access the learning material and tutor lecture notes at any time via the Virtual Campus and I also have access to study skills and other materials online which support me as I study. My boss has contributed materials for the course and taken part in online conferences with my tutors and myself.

SURF WBL Scenarios 9

I'm a lecturer at Staffordshire University developing materials for new Foundation Degree. For the module I'm developing, I'm working with a member of teaching staff from Stoke College. We get together with members of the University LDI team and explain the learning outcomes of the course and the WBL activities we have in mind for students. They advise us on some changes we could make to make the activities more engaging, and suggest some source for possible resources. They also show us some resources in COSE about negotiating WBL projects that will be very useful. They show us how we can take the resources in COSE and use them to create a version for our particular course by adding some of our own material to them. We also take a number of web links we have find and import these into COSE, adding metadata to describe their educational context. (The LDI staff insist on calling these "ROs"). I find some subject material on JORUM and we also import that. When we have finished, a colleague quality assures the material and we publish it to be widely accessible in COSE. I'm very flattered to get an email from a colleague in the Business Faculty to say he found my material in COSE and will be reusing it himself by exporting it and putting it into Blackboard.