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| <b>Cover Sheet for Bids</b><br><i>(All sections must be completed)</i>  |   |
| <b>Programme: UKOER Phase 3</b>   |   |
| <b>Name of and number of strand: OMAC Strand 2</b>  |   |
| <b>Name of Lead Institution:</b>  | <b>University of Bedfordshire</b>   |
| <b>Name of Proposed Project:</b>  | <b>Digital Literacy and Creativity for university teachers (PG Cert Module)</b>           |
| <b>Name(s) of Project Partners(s)</b><br>(except commercial sector – see below)   | The Association for IT in Teacher Education (ITTE)<br>(national professional association) |
| <b>This project involves one or more commercial sector partners</b><br><b>YES</b> (delete as appropriate)   | <b>Name(s) of any commercial partner company (ies)</b><br>Core Education UK               |
| <b>Full Contact Details for Primary Contact:</b><br><b>Name:</b> Professor Marilyn Leask<br><b>Position:</b> Dean of Education, Sport and Tourism<br><b>Email:</b> Marilyn.Leask@beds.ac.uk<br><b>Tel:</b> 07834502966/ (01234) 793039<br><b>Address:</b> University of Bedfordshire, Polhill Avenue, Bedford MK41 9EA  |   |
| <b>Length of Project:</b> 12 months   |   |
| <b>Project Start Date:</b> 3 October 2011   | <b>Project EndDate:</b> 2 October 2012  |
| <b>Total Funding Requested:</b> £20,000   |   |
| <b>Funding requested from programme broken down across Financial Years (April-Mar)</b>  |   |
| <b>April 11 – March 12</b>  | <b>April 12 – March 13</b>  |
| £10,000   | £10,000   |
| <b>Total Institutional Contributions:</b>   | £23,240.25  |
| <b>Outline Project Description</b><br>The aim of this project is to produce an online module ‘Digital Literacy and Creativity’ using OERs accredited at 30 M level credits by universities as part of their PG Certificates for university teachers. The project will enable the collection, development and release of open educational resources (OERs) which support accredited professional development programmes that meet the UK Professional Standards Framework for teaching and supporting learning in higher education (UK PSF). The specific focus of the materials is on the ways ICTs/digital technologies can be deployed creatively to support, teaching, learning and administration. A key goal of the project is to raise the level of digital literacies in the workforce of educators and to raise the status and quality of teaching. |   |
| <b>I have looked at the example FOI form at Appendix A and included an FOI form in this bid</b>   | <b>YES</b> (delete as appropriate)  |
| <b>I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B</b>  | <b>YES</b> (delete as appropriate)  |
| <b>For FE institutions only:</b> Please tick this box if you are an FE institution in England, please tick this box to confirm that you meet the eligibility requirement of teaching HE to more than 400 FTE  |   |

## 1. Background

1.1 Digital technologies provide a wide range of tools which research shows can enhance and support teaching and learning. However, this knowledge is not uniformly available across disciplines. This project aims to provide materials which are cross-disciplinary in application and which, through collaborative pedagogy and innovative assessment processes, supported by Web 2.0 online community working, induct staff into the power of collaboration and the co-production of OERs. This proposal is submitted by the University of Bedfordshire in partnership with Core Education a not for profit company with expertise in digital technologies and ITTE which is the Association for Information Technology in Teacher Education - a national professional/subject association whose members are staff in UK universities.

## 2. Project intentions

2.1 The aim of this project is to produce OER materials with the specific focus of on the ways ICTs/digital technologies can be deployed to support, teaching, learning and administration. The OERs produced will be made available through a creative commons licence. The materials can be used individually as well as accredited by universities in order to gain 30 M level credits and can form an online module 'Digital Literacy and Creativity'. Assessment processes will induct participants into the co-production and publication of OERs for colleagues nationwide providing a self-renewing resource.

2.2 A key goal of the project is to raise the level of digital literacy in the Higher Education sector and through this to raise the status and quality of teaching with university lecturers being as digitally competent as the students they teach. This project extends the use of the OERs beyond traditional HE practice as the module will also be used by ITTE HEI tutors with HEI students on training, education studies and teacher education programmes. Information about the OERs and module will be disseminated by ITTE members to other tutors in ITT and to other university staff via professional networks and conferences.

## 3. Accreditation

3.1 The new online module could be validated by any university as part of their provision. The OERs could be integrated into existing PG HE teacher training programmes or used for a standalone module at 30 M level credits. Advice will be made available on the ITTE website on how to use the resources and go about accrediting them. Access to the OER materials would be free. Users wanting accreditation would undertake some form of assessment which would carry a charge eg £50 to gain an ITTE completion certificate with those wanting M credits paying the fee set by the institution/university. We will encourage universities providing accreditation to link with the HEA PSF.

## 4. The materials

4.1 Examples of the knowledge, skills and understanding covered in the proposed module are listed in Table 1. These will be adjusted following the consultation, pilot development and testing phases. The underpinning pedagogical model is that of collaborative co-construction of knowledge (Pountney, R. and Marchant, G. (in press); Leask and Younie, 2001).

**Table 1: Suggested module outline for consultation and development**

The proposal covers core knowledge and professional values.

| Session | Outline content using newly created and existing OER   |
|---------|--|
| 1       | Overview: Introduction to digital literacy and creativity and expectations and role of university teachers in using digital technologies |
| 2       | Pedagogical approaches for e-learning  |
| 3       | Online community working and engagement with professional networks (professional versus social networking) for academics                 |
| 4       | Evaluating pedagogies for using e-tools for presentations and assessment   |
| 5       | Developing pedagogies for using e-tools for assessment   |
| 6       | Using e-tools for administration, data management & achievement tracking   |
| 7       | Using e-tools for research project development, collaboration and management   |

|    |  |
|----|--|
| 8  | Applying and evaluating curriculum specific e-tools  |
| 9  | Evaluating emerging e-tools & online practices; co-creation of OERs  |
| 10 | E-tools for Creativity: co-creation of OERs  |
| 11 | Digital literacy (searching for and exploiting resources via the internet, storing, using, sharing, evaluating): co-creation of OERs |
| 12 | E-safety and Ethics  |
|    | Optional assessment for M level 30 credits for PG Cert.  |

## 4.2 The fit of the project with HEA strategic aims

### 4.2.1 The project fits with all five of the HEA strategic aims

1. Identify, develop and disseminate evidence-informed approaches *specifically in the area of the pedagogical application of digital technologies*
2. Broker and encourage the sharing of effective practice *specifically between experts in the pedagogical application of digital technologies to teaching and learning and then with and between new teachers in the university sector.*
3. Support universities and colleges in bringing about strategic change *specifically through setting and disseminating expectations of a base line for practice in the creative use of digital technologies for teaching and learning.*
4. Inform, influence and interpret policy *specifically through ITTE's existing meetings with government agencies and subject associations.* Develop and reuse of OERs aimed at helping new teacher educators to interpret and implement policy.
5. Raise the status of teaching *specifically through providing the means for university lecturers to use leading edge digital technologies effectively in their work as teachers with learners.*

## 5 Technological approaches to be employed and IPR

5.1 The existing website for the IT in Teacher Education professional association (<http://www.itte.org.uk/>) will act as the repository for the materials and advice. The site is funded through membership contributions and has been operation for over 25 years. The ICT tutors section of the site (<http://www.itte.org.uk/node/61>) provides access via a free registration process to existing OERs some of which, specifically those on theories of learning and research are relevant to this proposal. **IPR** will remain with ITTE on the understanding that the OERs funded through this programme remain publicly available. Already existing Subject Resource Network resources will be reused and updated. The SRN OER resources were developed by members of the project team. The SRN OER resources are mainly TDA copyright and made available under an Open Government Licence. The publication of revised OERs will have to be checked with the TDA. Third parties hold the copyright on a small number of resources and they are published on the ict-tutors website with their permission.

## 6 Sustainability

6.1 The resources, with advice about their use and accreditation routes will be openly available. An annual review of materials will be undertaken by the project team at the annual ITTE conference with the result that where updating is needed this will be identified and the process for updating will be agreed. This will ensure the sustainability of the work beyond the life span of the project. ITTE, as a professional subject association has been active for over 25 years (since digital technologies first started to be widely available in education) supporting educators through institutional membership. The ITTE website ([www.itte.org.uk](http://www.itte.org.uk)) is sustainable as this is funded through members' subscriptions.

## 7. Benefits to the organisations involved:

7.1 The University of Bedfordshire (which is an ITTE member) will benefit from being involved in the design of an innovative PGCert module which would add a cutting edge to the current CPD provision the University offers as well as add an innovative module to the current teacher training curriculum. The materials developed have wide ranging use from teacher training courses

through to the Post Graduate Certificate in Academic Practice the university provides for all academic lecturers.

7.2 Core Education provide training in innovative use of digital technologies and the benefit of using their expertise in developing the module will mean the benefits of their experience can be shared with as wide an audience as possible. Core Education is a social enterprise and not for profit company. The idea of sharing and creation of OERs fits with their company philosophy and vision. Similarly Richard Pountney, from Sheffield Hallam University also has deep experience of innovative pedagogies using digital technologies and his engagement will facilitate knowledge transfer of the knowledge he has build up through a number of JISC projects.

7.3 The benefit of ITTE members working with colleagues across the university sector in releasing and creating new OERs is the rapid capturing and sharing of emerging practice across the sector. Through our existing networks we are linked with the national and international communities of university staff interested in ICT applications to education, individual institutions, subject communities and individuals supporting learning and teaching, librarians, teachers, and learning technologists. In time, we envisage this project could expand to engage international partner professional organisations e.g. with Australia, New Zealand, USA, in China, India, Pakistan and across the African sub-continent.

**7.4 Benefits to the sector:** Government funded research carried out by the proposed project team and others show UK university students' skills and knowledge of the use of digital technologies to support their learning is rapidly developing. Librarians at UoB report that in 2011 the use of e-books by students has surpassed the use of print based textbooks. University students' expectation of university provision can be expected to rise. Academic practice needs to keep up and preferably be ahead of the existing modes of learning of students.

## **8 User engagement**

8.1 The idea for the pooling of ITTE members' knowledge and to develop resources which can be used to support HEA accredited programmes or schemes of professional development emerged from the ITTE July annual conference. We would like to work collaboratively across universities with staff who are ITTE members to develop, share freely, prevent duplication and promote economic efficiencies, as well as improve access to latest knowledge to a wide group of stakeholders on the use of technology for teaching, specifically digital literacy and creativity. ITTE developed this way of working when producing OERs already created through a TDA government funding scheme – the Curriculum and Subject Resource Network (SRN), which was focused on improving the knowledge and skill base in ICT for teacher trainers in universities and schools. Through working in this way, the module material will provide a baseline standard of knowledge about the use of digital technologies creatively to support learning, assessment and teaching. The resources will be relevant for all educators. All ITTE members are to be invited to contribute to the project, through national workshops run in November 2011 and July 2012 at our national conference.

## **9 The project team**

### **9.1 Dr Sarah Younie Senior Research Fellow, University of Bedfordshire, ITTE member**

*Proposed project role: Project manager*

Dr Younie has been involved on the use of ICTs in educational settings for many organisations including UNESCO, EU, TDA, Becta. She has worked as a teacher and researcher in secondary schools, universities and as Chair of the national subject association IT in Teacher Education (ITTE). As Chair of ITTE, Dr Younie has conducted national research on Initial Teacher Training (ITT) and Continuing Professional Development (CPD) and submitted written evidence for the Parliamentary Select Committee Inquiry into ITT and CPD in 2009. As Chair of ITTE, she was the project manager on a number of research projects with Becta and TDA/BBC, which involved the devising of data collection methods, including national surveys and managing short timelines. Dr Younie is a Senior Research Fellow at University of Bedfordshire and has published in the field of professional development and ICT. She has an edited book with Routledge and written

chapters in the area of technology for teaching. She is on the Editorial panel of the international journal 'Technology, Pedagogy and Education'.

### **Recent presentations**

YOUNIE, S. (2009) 'Cutting-edge Tools for the 21st Century Curricula: An International Perspective.' Invited international panel member – Society of Information Technology in Education (SITE), Charleston, USA 3-6 March 2009.

YOUNIE, S. (2009) 'Engendering Change: knowledge management, technology and communities of practice' in Symposium: 'New Rules for Engagement: communities of practice, professional development and technology' with M. Leask and C. Preston. Proceedings CAL 2009: Computer Assisted Learning, Brighton 23-26 March.

### **Selected publications**

YOUNIE, S. (2009) 'Developing Resources Using ICT' in (eds) S.Younie, S. Capel and M. Leask, Supporting Teaching and Learning in the Secondary School: a companion for higher level teaching assistants. London: Routledge.

YOUNIE, S. and POWELL, K. (2009) 'Your Professional Development' in (eds) S.Younie, S. Capel and M. Leask, Supporting Teaching and Learning in the Secondary School: a companion for higher level teaching assistants. London: Routledge.

LEASK, M. and YOUNIE, S. (2009) 'Use of Learning Platforms to support Continuing Professional Development in HEIs and Schools'. Coventry: Becta

YOUNIE, S. and MOORE, T. (2005) 'Supporting Teachers' Professional Practice with ICT' in (eds) M. Leask and N. Pachler Learning to Teach in the Secondary School Using ICT. London: Routledge. ISBN 0-415-35104-9 pp 17-40

## **9.2 Sarah Jones, Director, Core Education**

### **Project role: Project development officer**

### **ITTE role – consultant through Core Education**

Sarah Jones is Director of Core Education and has extensive experience in leading research projects, which develop the use of innovative and emerging technologies in educational settings. She has expertise at both developmental and project leadership levels in the variety of uses that online learning communities have in enhancing educational opportunities in different contexts, locally, nationally and internationally. Innovative projects include the Talking Heads online communities (now run as talk2learn by the National College for Leadership of Schools and Children's Services). The emphasis was on informal peer based learning, discussion and dialogue. This seminal work led to other collaborations in the field of online learning communities, such as Ultraversity - the innovative online degree and Chestnet - the pan European online community for thoracic physicians and surgeons, to name but two. Her current expertise is in online learning communities of practice and inquiry, online professional development, research & evaluation of technology for learning, e-learning technologies.

### **Selected Publications and presentations**

Jones, S. (2011) The EuroLink - Virtual International School: Reflections, impact and lessons learned from a pan European educational collaboration (Submitted to ICERI)

Jones, S (2010) **ELvis – Key Principles and Lessons Learned** Presented at The 2<sup>nd</sup> Berlin Forum on Technology and Learning Trends for Schools, Germany

Jones, S (2009) **Collaborative Spaces - Is this the Future of Dialogue? (Part II)** Presented at ULearn09 Christchurch, New Zealand

Jones, S (2008) **The Virtual Journey in Real Life: exploring the implications of an innovative online degree course.** (Presented: Emerge 2008 Professionalising Practices for presentation & for IJEDICT publication)

Jones, S., Northrop, M. (2006) **Blended Learning: the practicalities of implementation in a UK University.** Current Developments in Technology-Assisted Education (also presented at the 2006 conference in Seville, Spain)

Jones, S., Terrell, I (2005) **The Landscape of Online Learning Communities: Towards a conceptualisation of Ultralab's notion of Online Learning Community.** Virtual Communities Conference (presented)

Jones, S., Lang, G., Terrell, I., Thompson, K; Ramondt, L. and ULTRALAB associates

(2001) **Establishing On-line Communities for School Leaders An Interim Report (The NCSL pilot, Talking Heads - January to December 2000)** BERA Conference Publication

**9.3 Richard Pountney Principal Lecturer and Teaching Fellow Sheffield Hallam**  
**Project role: Project team digital pedagogy consultant**

Richard Pountney's role as Principal Lecturer and Teaching Fellow for Curriculum and Professional Development at Sheffield Hallam University in the Faculty of Development and Society, since 2006, has involved him in academic development specialising in pedagogical and curriculum innovation, specialising in new and technology-enhanced contexts in Higher Education. Previous roles include Curriculum Officer at the National Council for Educational Technology (later became BECTA). He has led the international masters programme in Technology Enhanced Learning, Innovation and Change (TELIC) at Sheffield Hallam, since 2005, that is recognised as having developed world-leading digital pedagogy. He has extensive consultancy experience, including supporting Phase 1 and Phase 2 JISC OER projects and the Training Development Agency Newly Qualified Teacher Improvement Study.

**Recent Presentations:**

Mapping the curriculum through shared representations of intentions to teach, OER 11, Manchester, 12th May 2011

Evaluating the Practice of Opening up Resources for Learning and Teaching in the Social Sciences, OER 10, Cambridge, 22 March, 2010

Speaking our minds: issues in designing learning with reflection and reflective practice. Research and Scholarship in Learning, Teaching and Assessment (RASTLA), 21 February, 2009

**Recent Publications**

Craig, J. and Pountney R (2009) E-learning in the Social Sciences, Enhancing Learning in the Social Sciences (ELISS) Journal. CSAP, Birmingham University

Marsh D. and Pountney R (2009) C-SAP scoping survey on the use of e-learning: perspectives from social science practitioners, Enhancing Learning in the Social Sciences (ELISS) Journal. CSAP, Birmingham University

**9.4 Prof Marilyn Leask Dean of Faculty, Univ. of Bedfordshire, ITTE member**

**Proposed project role: Project director & development team co-chair; Quality Assurance**

Professor Leask has been a consultant on the use of ICTs in educational settings for many organisations including the OECD, EU, GTCE, SSAT, TDA, Becta, DFID. She has worked as a teacher, researcher and manager in secondary schools, local authorities, universities and two national agencies. Her research on knowledge management, mechanisms for leveraging national change in professional practice and the harnessing the power of technologies to support improvement of professional practice has been used to underpin developments she has led at the national level eg: at the Training and Development Agency for schools (2002-2006) as Head of Effective Practices she brought together subject associations and colleagues across the education sector to establish the Teacher Training Resource Bank; at the Improvement and Development Agency for local government (2006 – 2008) as Head of Knowledge and Learning she set up online communities for local government using web 2.0 technology (<http://www.communities.idea.gov.uk>) . She was instrumental in establishing what is now the DFE Teachernet (<http://www.teachernet.gov.uk>) and the European SchoolNet (<http://www.eun.org.uk>) (funded by EU ministries of education). She is co-editor of a number of text books on the use of ICT in education particularly for professional development.

**9.5 Kate Watson University of Exeter, ITTE Chair**

**Project role: Project Advisor and Co-Chair of Project Development Team ; Quality Assurance**

Kate Watson is an experienced teacher educator at the Graduate School of Education, University of Exeter. She has worked as a teacher and researcher in all phases of education from pre-school to university level. Kate's research activities for the Telematics Centre include investigation into the application of digital technology in science education, the use of the internet

for development education in primary and secondary schools, the use of IT for mathematics education at university level and PGCE tutoring by videoconferencing. She has been actively involved in the development and delivery of a series of innovative online Masters level courses on the use of ICT for teaching and learning. Kate has directed the Secondary PGCE programme at the University of Exeter for seven years as well as designing and teaching undergraduate modules and developing new Masters level courses. She currently runs a Secondary PGCE in ICT and E-learning and remains a member of the management group for the Secondary PGCE programme. In July 2011 she was elected chair of ITTE.

### 9.6 Margaret Danby – ITTE secretary

#### **Project Role: Project Advisor and responsible for wider ITTE member engagement**

Margaret's prime area of expertise is the professional development of teachers and teacher trainers in ICT. Through advisory, research, development and management roles in ICT across all phases at local authority and national levels, Margaret gained substantial experience of designing training and support strategies, creating training materials (paper and web-based), delivering training programmes and quality assuring and evaluating ICT training materials and programmes. Her role as Programme Manager with responsibility for teacher training at NCET (which later became Becta) involved close liaison with teacher training institutions and ITTE. Both then and since leaving NCET in 1996 to become a freelance consultant, she has managed and contributed to a wide range of projects designed to support and boost the ICT competence of teachers and initial teacher educators for organisations including TDA, British Council, DFE and Becta. Amongst these are work for TDA creating student assessment guidance materials for ITT tutors (with Liverpool Hope University) (2000), advising on QTS Standards (1998) and support materials (2000), and managing the ICT Induction Project/Subject Resource Network (2003 – 2009). The latter created the [ict-tutors site](#), which hosts quality resources developed by experienced ITT tutors in universities, and face to face induction sessions designed to support new initial teacher trainers and improve the quality of initial teacher training in ICT. Since 2008, Margaret has been the secretary of ITTE.

### 9.7 Dr Peter Twining Director of Vital Professional Development, Senior Lecturer at the Open University, ITTE member.

#### **Proposed project role: Project Advisor**

Dr Peter Twining is the Director of Vital, an £8.1million Department for Education funded programme that is supporting teachers in enhancing their teaching of IT/Computing as specialist subjects and the use of ICT across the curriculum. Prior to leading the Vital Programme Peter was the Head of the Department of Education at the Open University and then the Co-Director of the Centre for Research in Education and Educational Technology. His career has been focused on issues to do with the management of educational change, linked with enhancing education, and informed by understandings of the potential of ICT. His passion is schome (not school - not home - schome -the education system for the information age).

## 10. The workplan

10.1 The work plan below will produce individual OERs and a new module using existing and newly created OERs to support a Post Graduate Certificate – one module 30 credits, 300 hours, at level 7 NQF (national qualifications framework). This is the equivalent of 300 hours – 12 sessions, 25 hours work per session – reading & activities. Tables 1, 2 and 3 set out the project workplan and timeline, the module outline and the milestones and deliverables.

**Table 2: The workplan Note:** Team members are all well known to each other and so virtual working via the project online community site and via tele and video conferencing will be used from the start. Weekly meetings will be held by the project manager with the development officer.

| <b>Phase 1 Planning and development</b> |  |   |
|---|--|---|
| <b>Mth</b>                              | <b>Action</b>  | <b>Person Responsible</b>                     |
| 1                                       | Start up meeting: clarification of tasks, roles, timescales, deliverables. Compilation of advice and lessons learnt for the Project team arising | Project Development Team chair and vice-chair |

|  |   |   |
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|  | from early phases of the HEA/JISC OER projects<br>User needs analysis: consultation with selected university teams delivering PG Certificates and with ITTE professional community.<br>Month 1 virtual meeting whole project team | Project manager   |
| 1-3  | Develop the course outline PG Cert – Digital Literacy & Creativity<br>Month 2 virtual meeting whole project team  | Project team with ITTE members working through an online community in preparation for 14 November 2011 national workshop. (no 1)<br>Project development officer |
| 1  | Review existing OERs on the ITTE and OU Vital websites.<br>Review existing material in the ICT community to identify material which can be repurposed or linked to for this PGCert  | Project team with IT in Teacher Education members through online community in preparation for 14 November 2011 workshop.<br>Project development officer         |
| 2  | Create new draft content outline, agree pedagogic approach.   | Project Manager, Project Digital Technologies consultant with Project development officer   |
| 2  | National workshop (no.1) for 'community consultation' (HEI member institutions of ITTE):<br>14 November 2011 (face to face)<br>– creating new OERs and collecting OERs<br>- Reviewing and further planning of content             | Project team with IT in Teacher Education members   |
| 3  | Pedagogic structure of materials <i>in outline</i><br>Month 3 virtual meeting whole project team  | Project manager, project consultant with project development officer  |
| <b>Phase 2 Pilot 1 Developing OER (new and existing OER)</b> |   |   |
| 4-6  | Piloting of OER (new OER & collecting existing OER)<br>Month 4 virtual meeting whole project team   | Project team with IT in Teacher Education members through online community  |
| 4-5  | Production of draft structure of the materials and draft contents <i>in detail</i><br>Month 5 virtual meeting whole project team  | Project manager, project consultant with project development officer  |
| 6  | Agreement on draft structure of the materials and contents; delivery processes<br>Accreditation process underway in participating universities.   | Project team with IT in Teacher Education members through online community  |
| 6  | Completion of draft materials for piloting<br>Month 6 virtual meeting whole project team  | Project manager, Project consultant with project development officer  |
| <b>Phase 3 Pilot 2 Testing and revising of OER</b>           |   |   |
| 6-9  | Pilot and further develop new and existing OER  | Project team  |
| 7  | Monitoring use – testing of module materials with a small sample<br>Month 7 virtual meeting whole project team  | Project team  |
| 8  | Further development of materials<br>Accreditation details finalised<br>Month 8 virtual meeting whole project team   | Project manager, Project consultant with project development officer  |
| 9  | Gathering feedback  | Project manager   |
| 9  | Review of pilot and agreement on final materials<br>Dissemination at national workshop (no.2) at annual ITTE conference – Oxford University 5-6 July 2012   | Project team with IT in Teacher Education members and through online community and at national annual ITTE conference   |
| 9  | Planning and organising of delivery of module   | Project team with IT in Teacher   |



|  |   |   |
|--|---|---|
|  | and materials   | Education members through online community and at national conference               |
| 9  | Evaluate pilot – seek the views of all participants – students, tutors, researchers<br>Month 9 virtual meeting whole project team   | Project manager   |
| <b>Phase 4 Launch – delivery of module</b> |   |   |
| 9-12                                       | Release of OERs<br>Compliance with Operational Requirements of the contract as set out in paragraphs 35-39 of the bid documentation. These include:<br>submission to an aggregator, ensure it is clear that the creative commons licence applies to all materials<br>Month 10 virtual meeting: whole project team | Project manager   |
|  | Delivery of module and putting in place on-going evaluation (gathered through site e-survey and reported to ITTE management group)<br>Month 11 virtual meeting: whole project team<br>Month 12 final meeting: whole project team  | ITTE management team with IT in Teacher Education members through online community. |

**Table 3 Milestones and deliverables**

| Milestone  | Action and deliverables   |
|------------|---|
| Months 1-3 | <b>Action: PLANNING</b><br><b>Deliverable 1:</b> User needs analysis<br><b>Deliverable 2:</b> Agreed structure of 30 credit online module of materials ( <i>new &amp; existing OER</i> ) which includes a pedagogical approach where learners test out and evaluate digital tools and where this evaluation forms part of a building resource of OERs for other learners to learn from and build upon.  |
| 3-6        | <b>Action: DEVELOPING</b><br><b>Deliverable 3:</b> Agreed detail of online module materials for pilot ( <i>new &amp; existing OER</i> )   |
| 6-9        | <b>Action: PILOTING</b><br><b>Deliverable 4: Quality assurance: Measuring Success Report</b> on Pilot from participants prepared by Project Manager and reviewed by the Steering Group<br><b>Deliverable 5:</b> Final online module materials (OER) available for delivery.<br><b>Deliverable 6:</b> Module accredited by a range of universities with information on the website and email to all universities to explain the project and to invite to a face to face and virtual launch.  |
| 9-12       | <b>Action: LAUNCHING</b><br><b>Deliverable 7:</b> Seminar (virtual, face to face and streamed and placed on Youtube) to launch online module, offering open access as well as a range of accreditation eg 30 credits at M level for PG Certs from universities and meeting the standards of the Higher Education Academy Professional Standards Framework for teaching and supporting learning in higher education (UK PSF), as well as a Professional Certificate of attendance from ITTE and Professional Certificate of completion from ITTE (no accreditation). |

## 11. Risk assessment

11.1 Active management of risks is expected of all staff on the *Project Team*. The major risks to this project are listed the Risk Register below. The Risk Register will be reviewed on a weekly basis by the *Project Manager*.

**Table 4 Risk register**

| Risk Register: Implementation: staffing, administration |        |      |      |                                    |
|---|--------|------|------|------------------------------------|
| Risk  | Impact | Imp. | Prob | Counter measures/Contingency plans |

|   |   |      |      |   |
|---|---|------|------|---|
| Delay in recruiting staff.  | Start of project could be delayed.                                  | High | Low  | Staff are in post, or have agreed to be available and additional staff could be available from the ITTE or UoB community. Staff are all experienced in project development and management.  |
| Loss of key staff   | Delay to delivery of milestones                                     | High | Low  | Knowledge/expertise for any given aspect does not reside with a single person.  |
| Milestones not met  | Delay to delivery of project  | High | Med. | More staff are available to speed up delivery if required.  |
| Content is not well received  | Content is not seen as high quality                                 | High | Low  | Experts combine knowledge in creating the project. User Groups test materials at the pilot phase.   |
| Phasing dependencies violated   | Progress of one aspect halted while waiting for input from another. | Med. | Low  | Weekly monitoring.<br>Revise schedules.<br>Reschedule staff time.   |
| <b>Risk Register: Management</b>  |   |      |      |   |
| Contract delayed  | Delay. Threat to commencement                                       | High | Low  | Revise plan and reschedule staff time   |
| Success criteria are not agreed.  | Lack of agreement of what constitutes success                       | High | Low  | Milestones and Deliverables are agreed with project sponsors prior to project start.  |
| Lack of progress not identified   | Delay. Threat to completion of contract                             | High | Low  | Monitoring to be key role of <i>Project Manager</i> . Quality assurance systems in place to identify any issues.  |
| Project Manager not available to deal with critical issues                  | Delay. Threat to completion of tasks and quality of service.        | Med. | Low  | Other key staff to deputise.<br>Ensure maintenance of up-to-date project information in <i>Working Log</i> .<br>Effective quality assurance system in place.  |
| HEA/Jisc are not satisfied with the project deliverables/ replacement staff | Progress and quality is improved or funding is withdrawn            | High | Low  | HEA/Jisc have several ways to deal with this unlikely event: First point of contact would be the Project Manager, if there is no satisfactory outcome then the chair of the Steering group should be approached, failing that, an approach to the VC at UoB as the organization managing the project should be made with a request to replace staff or close the project. |

## 12. Project management

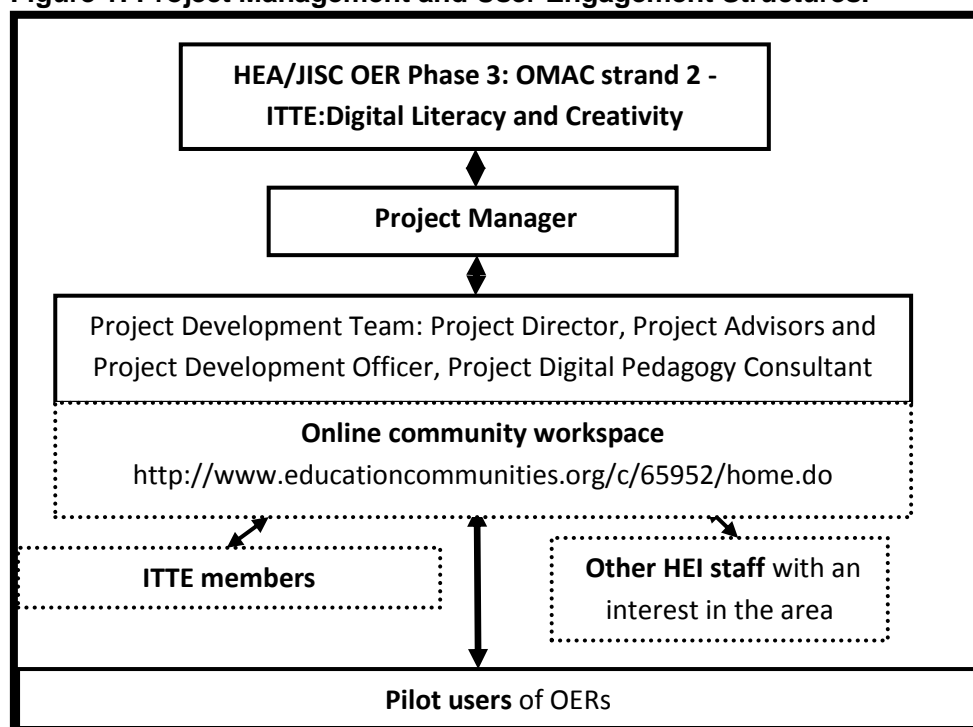
12.1 Ten days have been built into the project for collaboration with the HEA and JISC and staff are available beyond the life of the project for ongoing collaboration. Prof Marilyn Leask will be the Project Director. The **University of Bedfordshire** will provide budget and contract management and technical infrastructure to support the online community of practice. *Sarah Younie* as *Project Manager* is responsible for project management, administration and dissemination and liaison with the HEA/Jisc on a day to day basis. The *Project Manager* is supported by the *Project Team* which includes the *Project Digital Pedagogy Consultant* and *Project Development Officer* and members participating in the workshops. Prof Leask will ensure quality of outcomes and that the project keeps to the workplan. The appointment of a *Project Development Officer* provides cover should the *Project Manager* be unavailable.

12.2 *Sarah Jones*, from **Core Education** will be the *Project Development Officer* and lead on OER content development and publishing of materials. *Richard Pountney* from **Sheffield Hallam University** is the *Pedagogy Consultant* and will advise on the pedagogical approach to learning and the use of e-tools to support an innovative pedagogical approach. *Marilyn Leask* from the **University of Bedfordshire** and *Kate Watson* chair of ITTE will provide advice and peer scrutiny

of the materials through their role on the *Steering Group* which Kate Watson as chair of ITTE will chair.

12.3 The University of Bedfordshire and Core Education UK will be offering the 'Education Communities' platform to the project free of charge ([www.educationcommunities.org](http://www.educationcommunities.org)). The platform provides a cost effective and transparent way of working through an online community space, where users can discuss the OERs they are using and to create new OERs.

**Figure 1: Project Management and User Engagement Structures.**



### 13. Responsibilities:

*Project Team* members are expected to raise any issues with the *Project Manager* immediately. These processes are supported by monthly meetings of the *Project Development Team*, throughout the course of the project to ensure all team members are apprised of any issues and action that needs to be taken and to ensure action is taken if any issues arise.

### 14. The Project Manager will:

- ensure that learning from previous HEA/Jisc programmes as set out in the bid documentation is fed into the project and ensure the HEA's views and expectations about the nature and quality of the work and the outputs are sought and communicated to all team members
- maintain an up to date a *Project Working Log*
- monitor the quality of the work and outputs of all tasks; ensure that progress is monitored against the project plan (weekly by the *Project Manager* and monthly by the *Team*)
- monitor risk weekly based on the risks identified in the risk assessment section.
- report to, and discuss with, the HEA any critical issues arising from monitoring and adopt contingency plans and proactive responses as necessary
- ensure that the project meets high ethical and technical standards, complies with the DPA and statutory equity requirements, operates within a framework of respect for all those involved and meets the commonly accepted professional standards for projects of this kind
- ensure that additional or replacement staff required will meet the same high standard of expertise as the proposed team
- ensure that project outcomes are clear, concise and high quality.

### 15. The budget

|  |                                     |   |                       |
|--|-------------------------------------|---|-----------------------|
| <b>Directly Incurred</b>   | <b>October 2011–<br/>March 2012</b> | <b>April 2012–<br/>October 2012</b>                   | <b>TOTAL £</b>        |
| Marilyn Leask, Project Director  | £475                                | £478  | £953                  |
| <b>Total Directly Incurred Staff (A)</b>   | <b>£475</b>                         | <b>£478</b>   | <b>£953</b>           |
|  |                                     |   |                       |
| <b>Non-Staff</b>   | <b>October 2011–<br/>March 2012</b> | <b>April 2012–<br/>October 2012</b>                   | <b>TOTAL £</b>        |
| Travel   | £180.5                              | £180.5  | £361                  |
| Subsistence  | £102.5                              | £102.5  | £205                  |
| Software license for educationcommunities.org                                      | £750                                | £750  | £1500                 |
| Sarah Younie, Project Manager (paid on day rate)                                   | £4200                               | £4200   | £8400                 |
| Consultants x  | £21200                              | £20000  | £41200                |
| Dissemination  | £0                                  | £700  | £700                  |
| <b>Total Directly Incurred Non-Staff (B)</b>                                       | <b>£26,433</b>                      | <b>£25933</b>   | <b>£52,366</b>        |
|  |                                     |   |                       |
| <b>Directly Incurred Total (C) (A+B=C)</b>   | <b>£26908</b>                       | <b>£26411</b>   | <b>£53319</b>         |
|  |                                     |   |                       |
| <b>Directly Allocated</b>  | <b>October 2011–<br/>March 2012</b> | <b>April 2012–<br/>October 2012</b>                   | <b>TOTAL £</b>        |
| Estates  | £25                                 | £25   | £50                   |
| <b>Directly Allocated Total (D)</b>  | <b>£25</b>                          | <b>£25</b>  | <b>£50</b>            |
|  |                                     |   |                       |
| <b>Indirect Costs (E)</b>  | <b>£138.5</b>                       | <b>138.5</b>  | <b>£277</b>           |
|  |                                     |   |                       |
| <b>Total Project Cost (C+D+E)</b>  | <b>£27,071.5</b>                    | <b>£26,574.5</b>                                      | <b>£53,646</b>        |
| <b>Amount Requested from Programme</b>   | <b>£10,000</b>                      | <b>£9,977</b>   | <b>£19,977</b>        |
| <b>Institutional Contributions</b>   | <b>£17,071.5</b>                    | <b>£16,597.5</b>                                      | <b>£33,669</b>        |
| <b>Percentage Contributions over the life of the project</b>                       | <b>Programme<br/>37%</b>            | <b>Partners<br/>63%</b>                               | <b>Total<br/>100%</b> |
| <b>No. FTEs used to calculate indirect and estates charges, and staff included</b> | <b>No FTEs<br/>1</b>                | <b>Which Staff<br/>Marilyn Leask Project Director</b> |                       |