



**Progress Report -ALLE**

<b>Project Name</b>	Anytime Learning Literacies Environment Thames Valley University
<b>Project Website</b>	<i>URL of project website</i>
<b>Report compiled by</b>	Lyn Greaves
<b>Reporting period</b>	<i>July 2010 – January 2011</i>

**Section One: Summary**

The project is currently evaluating a scaffolded digital learning literacy environment, which enables learners to embark on an interactive learner journey, using reusable learning objects, supporting their learning and literacy acquisition. Existing interactive materials have been brought together in a cohesive and structured framework enclosed in a wraparound shell (the pilot is available at <http://hermes.uwl.ac.uk/learnerjourney/journey1.html> )

The first prototype of the Learner Journey has been used and simultaneously evaluated by first-year students taking Business modules at both universities from October 2010: at TVU this consists of a School-wide core module ‘Professional Skills for Business and Finance’ and at London Met a core Higher Education Orientation module ‘Studying Marketing and Operations’. The students were asked to complete a ‘Pre-test questionnaire’ before teaching started, which aimed to capture their perceived skill levels in the areas covered by the Learner Journey. In addition to these core questions, we introduced a series of other questions to provide baseline information about the students’ ownership and use of digital technologies, anticipating that the answers to these questions would not only provide interesting data, but they might back-up (or contradict) the students’ self-assessed skill levels. Many of these questions were taken or adapted from the JISC ‘Learner profile’ questionnaire developed by the Learners’ Experiences of e-Learning programme, which would give us the possibility of cross-referring our data with the data from other published studies using the same questions. At the end of the semester, the students have been asked to complete a ‘Post-test questionnaire’ in which they will rate their skills again, and focus groups will be held to follow up issues arising from the questionnaires and obtain in-depth feedback on the success or otherwise of the Learner Journey and our approach.

The final resource will be available for repurpose and evaluation across a range of authentic contexts (e.g. workplace, community or placement).

Further details can be found on the Project wiki <http://alle.uwl.ac.uk/>

**Section Two: Activities and Progress**

## **July - September**

### **Establish project WIKI and internal team communication mechanism**

Project wiki established and JISC email list used for communication

### **Undertake gap analysis of Learner Journey from TVU Library project and identify LOs required to complete Learner Journey**

Mapping of the existing TVU learner Journey learning objects against 'Example competences, capabilities and personal attributes for a digital age, mapped to stages of development' (output from LLiDA project). A framework building on Digital Literacies project and other related documents was devised. Learning Objects were identified for each of the example competencies presented in the LLiDA framework.

A Student focus group was established in early August to test the plan of the learning journey. Feedback from the student group was positive and no changes were made as a result of the consultation. This framework was used to inform the user interface 'The Learner Journey'.

### **Select interactive resources to populate the learner journey as a cohesive and structured framework that can be used, reused and repurposed across the sector**

Materials appropriate for repurposing into the learner journey sections were sourced using the JISC project websites and other sites as fitting. Where required content was developed (this was done in conjunction with the storyboarding activity).

### **Storyboard/provide content for any new learning objects (LOs) to be created in GLO Maker**

Rapid prototyping/agile design of LOs and digital learner journey. 15 new Learning Objects were developed and a user interface was designed to house all the objects. The Objects will be available individually or as a complete 'Learner Journey' set. By the end of the project, all components will be made available so that they can be customised for local use with the GLO Maker authoring tool and support from the project wiki.

### **Populate digital learner journey with resources**

All Objects were loaded into the user interface framework.

### **Consultation with key stakeholders/advisory panel – establish/agree how resource stored/used**

A steering group meeting was held in late August to demonstrate the Learner Journey. Feedback was positive and the stakeholder group welcomed the materials. The resource is stored on a TVU server.

### **Identify learner cohorts for use of digital learner journey in a number of authentic contexts, for example:**

- TVU Induction
- TVU level 4 module
- London Met HEO module
- London Met Individual students for PDP
- London Met Work based placements

### **The following contexts have been utilised as part of the case-study:**

- TVU level 4 module
- London Met HEO module
- London Met Individual students for PDP
- London Met Work based placements

### **Determine methodology for data gathering in different authentic contexts, to include student experiences/perceptions and success in using the Learner Journey to support engagement with resources (digital & non-digital)**

*Data gathering from all the different use contexts:*

The first prototype of the Learner Journey has been used and simultaneously evaluated by first-year students taking Business modules at both universities from October 2010: at TVU these consist of a School-wide core module 'Professional Skills for Business and Finance' and at London Met a core Higher Education Orientation module 'Studying Marketing and Operations'. The students were asked to complete a 'Pre-test questionnaire' before teaching started, which aimed to capture their perceived skill levels in the areas covered by the Learner Journey. In addition to these core questions, we introduced a series of other questions to provide baseline information about the students' ownership and use of digital technologies, anticipating that the answers to these questions would not only provide interesting data, but they might back-up (or contradict) the students' self-assessed skill levels. Many of these questions were taken or adapted from the JISC 'Learner profile' questionnaire developed by the Learners' Experiences of e-Learning programme, which would give us the possibility of cross-referring our data with the data from other published studies using the same questions. 249 students completed the Pre-test questionnaire: 195 at TVU and 54 at London Met. At the end of the semester, the students have been asked to complete a 'Post-test questionnaire' in which they will rate their skills again (this has been completed), and focus groups will be held at each University to follow up issues arising from the questionnaires and obtain in-depth feedback on the success or otherwise of the Learner Journey and our approach. The tutors at both Universities will also be interviewed, to ascertain their perceptions of the journeys and their use. Scoping of links to other projects (JISC,HEA etc) for dissemination and synergies - ongoing

<p><b>Section Three: Institutional &amp; Project Partner Issues</b></p> <p>One team member from London Met moved institutions at the end of September and was therefore not able to undertake the full implementation of the Learner Journey (she was however able to embed The Learner Journey within Web Learn for the module so that students could access it along with the other module materials). A part-time member of staff was recruited, briefed and supported to undertake this section of the implementation phase. We are reviewing the impact of this change but will not have full details until the entire data gathering has been completed.</p> <p>The devising and launching of the student competition has been delayed. <i>'Students at London Met are encouraged to design their own learning objects (using GLO Maker) for potential inclusion in the digital learner journey. These would then be peer reviewed and placed into the JORUM repository. Prizes will be awarded'</i>. This particular teaching and learning approach was devised by the team member who changed institutions. We are exploring the possibility of a final competition across institutions.</p>
<p><b>Section Four: Outputs and Deliverables</b></p> <p>The outputs from the project are made available on the project wiki as they become available: <a href="http://alle.tvu.ac.uk/">http://alle.tvu.ac.uk/</a> To date, the following outputs are available – see the Project Documents and Project Outputs pages:</p> <p>Prototype Learner Journey Pre-test Questionnaire Post-test Questionnaire Pre-test questionnaire results</p> <p><b>Placing of online digital resources into JORUM</b> To be done when prototype testing completed. To view the prototype: <a href="http://hermes.uwl.ac.uk/learnerjourney/journey1.html">http://hermes.uwl.ac.uk/learnerjourney/journey1.html</a></p> <p><b>Prizewinning entries placed in JORUM</b> Under review</p> <p>See also Section Seven Dissemination for presentations given to date.</p>
<p><b>Section Five: Outcomes and Lessons Learned</b></p> <p>Scoping and storyboarding of Learning Objects always takes more time than you allow for. Development time is also always an unknown until you are in the work itself. The Learner Journey was completed in time for it to be embedded in both institutions</p>
<p><b>Section Six: Evaluation</b></p> <p>An external evaluator is undertaking the evaluation of the project.</p> <p>For details of the evaluation of the Learner Journey with students and tutors, see Page 2.</p>
<p><b>Section Seven: Dissemination</b></p> <p><b>Dissemination workshops</b> Technology Enhanced Learning in-house Seminar TVU January 2011</p> <p><b>Conference papers and Journal articles</b> Paper accepted for CAL Conference 2011, Learning Futures; Education, Technology and Sustainable Futures, to be held at Manchester Metropolitan University, April 13-15. 'Learning Journeys: exploring approaches to learner digital literacy acquisition'. Paper Submitted for ED-MEDIA 2011 Conference to be held in Lisbon, Portugal, June 27-1 2011. 'A survey of Higher Education students' digital literacy skills: A tale from two Universities'.</p> <p><b>Project wiki</b> Established <a href="http://alle.uwl.ac.uk/">http://alle.uwl.ac.uk/</a></p> <p><b>Dissemination through JISC &amp; HEA networks</b> Supported and participated in the JISC Have-a-Go area at the JISC online conference, 2010 Dissemination activity through: Sector Learn to Learn to Share Benefit from Open Educational Resources (OER) - digital content offered freely for educators, students and self-learners to use and reuse for teaching, learning and research <i>A joint conference from the South Western Regional Library Service and the JISC Regional Support Centre South West</i></p>
<p><b>Section Eight: Risks, Issues and Challenges</b></p>

<p>The time frame to develop the learner journey was a significant challenge. From point of project approval to the first cohort arriving was just over ten weeks. Whilst we had much material already available and the framework was fairly well researched through the LLiDA project it was still challenging to meet the deadline, involve stakeholders and in particular students and ensure quality control. The writing up of the development was not possible at the time due to the prioritising of the development. The case-study material will now move to the second phase of the project.</p> <p>The change of a team member at the implementation stage also poses a risk in terms of learner engagement. This risk is mitigated in that the intention with the London Met cohorts was always that they would have a more serendipitous approach to finding the learner journey, whilst TVU learners would be scaffolded. We will have a clearer picture once all data is collected.</p>
<p><b>Section Nine: Collaboration and Support</b></p> <p>The lead tutor and focus group students from TVU are participating in a study being conducted by David White, Department of Continuing Education; University of Oxford. This is a JISC funded project and is an OER Impact Study.</p> <p>Our programme manager supports our needs</p>
<p><b>Section Ten: Financial Statement</b></p> <p><i>Please see below</i></p>
<p><b>Section Eleven: Next Steps</b></p> <p>Complete data gathering                  Data analysis                  Review and revisions of Learner Journey in the light of the findings (to include mobile prototype development)                  Project evaluation                  Extensive dissemination                  Project final report</p>

**JISC Project Project Plan Budget Template – Interim Financial Report:**

At the present time the project’s finances are running according to expected phasing for the planned expenditure. There is no reason to anticipate any over-spend on the project.

Directly Incurred Staff	Year July 2010 – July 2011	Period 1 (July 2010 – January 2011)	Year <yy-yy>	TOTAL £
1 x Project Director- SL-0.1FTE	£6,245.05	£3,122.53	£	£
1 x Team member- SL-0.1FTE (TVU)	£4,847.20	£2,423.60	£	£
1 x Team member- SL-0.1FTE (LMU)	£4,847.20	£2,423.60		
2 x Developer/Technical support - 0.2 FTE	£7,696.80	£5,605.00		
1 x Administrative support @ 0.1 FTE	£3,461.70	£1,730.85	£	£
<b>Total Directly Incurred Staff (A)</b>	<b>£27,097.95</b>	<b>£15,305.58</b>	<b>£</b>	<b>£</b>
<b>Non-Staff</b>				
Travel and expenses			£	£
Project meetings x 3 tickets @ £45 = £135	£0,135.00	£0,090.00		
National conference x 4 @£50 = £200	£0,200.50	£0,050.00		
Hardware/software	£	£	£	£
Dissemination:	£3,500.00	£1,500.00	£	£
Evaluation: External Project Evaluator 3 days @£350=£1,050	£1,050.00	£0,400.00	£	£

Other: External Project Evaluator @ £1,000 2 x External specialist consultants 8 days @ £600=£4,800 Student Impact Evaluator (External Expert Consultant) 7.5 days @ £600 = £4,500 Student incentives for advisory panel/focus group participation 200 x £10ph = £2,000	£1,000.00 £4,800.00 £4,500.00 £2,000.00	£0,200.00 £1,200.00 £5,000.00 £1,000.00	£	£
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£17,185.50</b>	<b>£9,400.00</b>	<b>£</b>	<b>£</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£44,283.45</b>	<b>£24,705.58</b>	<b>£</b>	<b>£</b>
<b>Directly Allocated</b>				
Staff 0.4FTE Advisory Panels (To include DVC External, HoLIS, Dean of Students, employers, subject specialist academics) to ensure Institution wide embedding Specialist support: (to include: Dean of Students, Associate Dean Quality and Academic Affairs, Director of INSTL, Subject Specialist Library Staff, Head of LIS and the eLearning Manager + team)	£29,895.60	£14,947.80	£	£
Estates	£5,000.00	£2,500.00	£	£
Other	£2,500	£1,250.00	£	£
<b>Directly Allocated Total (D)</b>	<b>£37,395.6</b>	<b>£18,697.80</b>	<b>£</b>	<b>£</b>
<b>Indirect Costs (E)</b>	<b>£19,200</b>	<b>£9,600.00</b>	<b>£</b>	<b>£</b>
<b>Total Project Cost (C+D+E)</b>	<b>£100,879.05</b>	<b>£53,003.38</b>	<b>£</b>	<b>£</b>
<b>Amount Requested from JISC</b>	<b>£50,000.00</b>	<b>£26,268.48</b>	<b>£</b>	<b>£</b>
<b>Institutional Contributions<sup>1</sup></b>	<b>£50,879.05</b>	<b>£26,734.90</b>	<b>£</b>	<b>£</b>
<b>Percentage Contributions over the life of the project</b>		<b>JISC 49.56 %</b>	<b>Partners 50.44 %</b>	<b>Total 100%</b>

**Checklist:**

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: <http://www.jisc.ac.uk/whatwedo/projects.aspx>
- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.

Both checked Project webpage up and no changes to be reported.