



JISC Final Report

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2 Executive Summary

Specific community addressed:

The Feedforward for Informed Learning (FfIL) project is the latest in a series of JISC-funded open educational resources (OER) research work undertaken at the University of West London (UWL). FfIL is building on the recognised benefits of reusing existing learning objects identified in Blended Learning 4 Academic Competence (BL4ACE) (JISC 2010) and further embedding outcomes from the Anytime Learning Literacies Environment (ALLE) (JISC 2011), in particular the learner journey materials. A critical factor in the success of both previous projects was the use of students to inform the design and implementation process. This most recent project, FfIL, takes learner involvement a natural stage further by placing the design, implementation and evaluation directly under the control of the students (JISC, 2012). As generic OER the project addresses the needs of all learners, specifically in the FE and UE sector as well as providing source resources for tutors.

This project responds directly to the recommendations of the Report to HEFCE by the Online Learning Task Force 'Collaborate to compete; seizing the opportunity of online learning for UK higher education' (January 2011 (http://www.hefce.ac.uk/pubs/hefce/2011/11_01/11_01.pdf) and in particular recommendations 5 and 6 and section 5. Strategy, processes and culture, 5.2 Professional Development and 5.4 Developing High Quality Materials, content and tools for on-line learning

Aligned to this a critical driver for support of this project is the current Hefce requirement for institutions to be explicit and transparent about the 'proportion of time spent in various learning and teaching activities' (http://www.hefce.ac.uk/learning/infohe/info_items.pdf). The

implementation of the Hefce Key Information Sets (KIS) (<http://www.hefce.ac.uk/learning/infohe/kis.htm>) combined with a diminishing available resource for f2f contact time is focusing the attention of senior institutional managers as well as front line tutors and support staff on resource efficient solutions.

This project locks into and supports sector wide activities and work in this area (<http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessmentandfeedback.asp>; <http://www.heacademy.ac.uk/wales/ourwork/assessmentandfeedbackx>; <http://www.nus.org.uk/en/campaigns/higher-education/national-student-survey/>) through seeking to make transparent to learners feedback practices.

Conclusions and Recommendations –

Future investigations and work in this area should focus on:

Continued embedding and support for the findings and recommendations of the LLiDA project in investigations focusing on institutional and whole-curriculum approaches to embedding digital literacies, and identifying success factors for learners in particular the benefits to sector and student of working with students as co-collaborators;

Investigation and support into the use of linked and integrated learning materials and conceptual frameworks of curriculum design developed with students as co-collaborators. These materials should be (amongst other sorts) crafted interactive on-line materials designed to support learners into and through creative co-collaborative tasks and projects. Students' feedback from this project specifically requested more interactive resources for research methods (See user evaluation report);

Investigation and support for reuse of on-line materials (in particular generic materials) that are mobile phone compatible;

Continued investigation and support into the use of authoring tools designed to enable local customisation of materials (e.g. the GLO Maker Tool) to ensure easy cross-sector institutional up-dating and sustainability once an initial investment had been made.

Continued investigation and support into the use of YouTube media as part of the learning experience;

Continue support for investigations examining evidence of what cross-sector developments such as Digital Literacies, Induction, careers work, Graduate attribute development and International Students Familiarisation are of long-term value to learners and other stakeholders

Support for cross-sector student co-collaboration that builds on existing good practice (in particular the LLiDA findings and recommendations and related subsequent projects) which further embed and integrates OER making effective use of financial and physical resources for and on behalf of the sector

Support for cross-sector adaption, reuse and repurpose of Learner Journey type materials – for example - a) all funded projects review existing materials such as the Learner Journey, those hosted on the Design studio, etc, and consider reuse and repurposing, and (b) that the support and synthesis strand of the DDL programme works to collate and provide the

community with coherent access to the emerging resources, in particular those created co-collaboratively with learners;

Undertake a funded review of materials developed co-collaboratively with students such as the learner journey and the YouTube media clips, their longer-term impact and value.

Promote further discussion and engagement around these conclusions and recommendations

3 Main Body of Report

3.1 Background

The FfIL project is delivering an additional 'station stop' on the ALLE learner journey (JISC 2011, 2012) (<http://hermes.uwl.ac.uk/learnerjourney/>), which provides specialist materials in feedback and feed-forward activities. These materials support students and inform them of the important developmental purpose of these activities in developing their future academic and professional performance. The design and development of these digital resources has been undertaken by students working with tutors. Students also led the project wiki and promoted direct engagement with the wider UK student body.

This project builds on this idea and suggests that learners are also able to inform and enhance the designs they experience in their learning and to inform tutors in producing revised and improved materials (Greaves.2012). Laurillard and McAndrew (2003) suggest that a culture of reuse and developing 'learning objects' enables academics to build on each other's learning technology designs and to share experiences. The OER community has long advocated making resources more freely available to enhance learner opportunity; Pegler (2011) suggests that this can open doors and breach boundaries. With more people producing and sharing their resources and a growing body of research work examining reuse and repurpose (see <http://orioleproject.blogspot.com/>; <http://oerblog.conted.ox.ac.uk/>), doors are constantly opening. In bringing learners and tutors together to explore these new opportunities, the FfIL project is enriching tutor and learner experiences of integrating research into dynamic evolving learner experience.

Building On The learner journey

The ALLE project was based on a traditional model of curriculum design, namely a tutor selecting and presenting key information to learners, but in this case presenting it electronically using ideas and materials from across the OER community. Aligned conceptually and physically to a single point of access, digital materials were designed as a resource suitable for repurpose and use across a range of contexts (eg library, workplace, community or placement), merging the old with the new. This flexible learning opportunity, presented in the form of a digital journey, comprises a series of individual learning objects (Boyle 2003). Learners embark on their own interactive journey while acquiring and developing their learning and literacy skills (<http://hermes.UWL.ac.uk/learnerjourney/index.html>).

The original learner journey is in three parts:

The academic journey;
The library learning journey;
Digital tools for learning.

Figure 1: The learner journey home page (JISC 2011)



Originally conceived for use either as a formal experience or as a personalised 'pick and mix' model, learners select the support they have identified they need on their personal learning journey. They set their own learning goals, manage their learning (both content and process) and appropriate digital tools and media for their learning practice, thereby acquiring digital learning literacy skills while practising non-digital academic capabilities (Greaves, Bradley and Holley 2012).

The success of the ALLE learner journey (UWL, 2011), when embedded in first-year curricula, was seen in learners' feedback. UWL's scaffolded approach (Van Der Stuyf 2002) and use of Learning Literacies for a Digital Age (LLiDA) recommendations on the need for tutors to be proactive in helping learners to develop learning and digital literacies (Beetham, McGill and Littlejohn 2009) harvested particularly strong learner support for the materials. Click on the link to see what UWL students thought of the materials: [HEA workshop: student presentation](#)

It was during this HEA funded workshop that our enthusiastic student team emerged and proposed their aim of enhancing the journey to deliver information to other learners about assessment and feedback.

Project aim:

Thus the FfiL project proposed to deliver an additional 'station stop' on the ALLE Learner Journey specialising in Feedback and Feed Forward learning objects to ensure students are informed of the variety and different developmental purposes of these important activities in developing their future academic performance. Students were empowered and supported to

design and develop digital resources and lead a project Wiki that engaged directly with the wider UK student body thus attempting to create a learner community around digital literacies and feedback. Other dissemination activities of the enhanced Learner Journey were specifically directed to the connection between the KIS (http://www.hefce.ac.uk/learning/infohe/info_items.pdf) requirements for transparency of the proportion of time learners spend in various learning and teaching activities and the strategic value of creative and innovative embedding and re-use of existing on-line digital literacy and OER materials
http://hermes.uwl.ac.uk/learnerjourney/files/KIS_Information_for_The_Learner_Journey.pdf

Thus our project set the following objectives.

Project objectives:

- Further enhancement and dissemination of the outputs of the Learner Journey
- Involvement of learners directly with the creation of materials to support personalised learning
- Involvement of learners with the promotion of uptake of OER materials to support embedded and personalised learning
- Raise awareness of the strategic value of creative and innovative embedding and re-use of existing quality on-line digital literacy and OER materials in relation to Hefce KIS requirements

Stakeholder engagement:

Stakeholder groups were identified and consulted from the beginning of and at critical points throughout the project:

- Learners/students – 4 first year UWL business students and 1 first year Bristol University student led the design, development and implementation of the materials.
- Learners/students – focus groups were set up to test the materials at all stages of the development process
- Senior Institutional staff- advisory panel drawn from UWL (Director of School, PVC, Head of IT)
- Colleagues – The materials went through internal and external review processes
- The JISC – regular email contact with the programme manager ensured a two-way dialogue that informed the design and implementation process.
- External Critical Friend and Evaluator – regular meetings were held to ensure robust and rigorous quality control of project delivery.

First year UWL **learners/students** had experienced learning objects as part of their skills module and six students had originally proposed the project idea. Four were available to take the project forward during the summer of 2012; they were joined by a student from Bristol University.

Our **JISC** programme manager was engaged throughout the process, available to discuss each stage of the project offering guidance that was both pertinent and helpful.

Once populated with the new resources, a final consultation of the revised Learner Journey took place with a UWL student focus group and the UWL steering group. Feedback from

both the steering group and the student group was positive and no changes were made as a result of the consultation.

The prototype of the new station stop on the learner journey was produced for the end of August 2012, ready for students commencing studies at universities across the UK HE sector to begin using it at the beginning of October 2011. The Learner Journey was used with approximately 300 students at UWL taking a core 1st year module across the Business School.

3.2 Project Outputs and Outcomes

Output / Outcome Type (e.g. report, publication, software, knowledge built) Tangible Outputs	Brief Description and URLs (where applicable)
Enhanced sector materials for supporting Assessment and Feedback	
Project wiki	http://helpthestudents.com/
New Station on the Learner Journey	http://hermes.uwl.ac.uk/learnerjourney/journey3_feedback.html
A series of stand-alone repurposeable creative commons learning objects to support Digital Literacies Individual learning Objects for repurpose	http://hermes.uwl.ac.uk/learnerjourney/journey3_feedback.html
Institutional customisation of individual learning resources possible using the GLO Maker Tool;	All materials are available under Creative commons and can be used to meet individual local needs.
Individual/granular tools and resources to provide bite-sized scaffolding for individual learning literacy concept acquisition. Local programme customisation using the GLO Maker Tool;	All materials are available under Creative commons and can be used to meet individual local needs.
Local programme individual/granular tools and resources to provide bite-sized scaffolding for individual generic concept acquisition of the underlying principles of	All materials are available under Creative commons and can be used to meet individual local needs.

feedback and feed forward embedded within curriculum;	
Data base for future use of colleagues in the HE sector	The students created a data base of staff with support roles (e.g. careers, library and so forth) which can be used again for future mail shots of new resources developed.
Enhanced sector knowledge of materials for supporting Digital Learning	
It does not merely 'offer' a set of scaffolded activities; it enables both tutors and the learners to design or adapt their own learning activities via the free GloMaker software	(http://www.glomaker.org/)
KIS statistics information	Report indicating the learning time spent on each activity contained within the Learner Journey http://hermes.uwl.ac.uk/learnerjourney/files/KIS_Information_for_The_Learner_Journey.pdf
Evaluation report of learners experiences	http://hermes.uwl.ac.uk/learnerjourney/files/JISC_FfIL_User_experience_of_project_materials_Evaluation_Reportv2.pdf
Interim Project report	http://hermes.uwl.ac.uk/learnerjourney/files/Progress_Report_FF_iL_Interim_Feb2013_LG_v2.pdf
Final Project Report	
Dissemination Activities	
<i>Continued embedding and enhanced sector understanding of existing and emerging outputs from the JISC and HEA digital literacy and feedback and assessment programmes strands and workshops;</i>	
Workshops	<ul style="list-style-type: none"> ➤ Greaves et al (2013) 'Feedforward for Informed learning a JISC funded student Project' UWL Dissemination event, Paragon, Brentford Campus, May 2013 ➤ Greaves, L. (2012) 'Outcomes from ALLE and UWL 1st year's view of the Learner Journey', JISC Learning and Teaching Practice Experts Group Meeting, 11th July 2012, Mercure Holland Hotel, Bristol
Conference papers and journal articles	<ul style="list-style-type: none"> ➤ Greaves, L. (2013) 'Digital Resource Development via Peer collaboration – feedforward for informed learning', UWL Impact Case-Studies, 2012 -2013 INSTILL ➤ Greaves, L. (2013) 'Flexible learning resources – created

	<p><i>by students for students</i>', Discussion Paper (referred stream) in the Innovation and the student experience', ABS/HEA Conference, Nottingham, April 2013</p> <ul style="list-style-type: none"> ➤ Greaves, L. (2012) 'Feed-forward for Informed Learning (FfIL): learner-generated materials for personalised learning', ELiSS - Enhancing Learning and Teaching in the Social Sciences, Volume 4, Issue 3 ➤ Greaves, L. (2012) 'Grappling with Students in August!' Social Sciences BLOG, HEA. Available at: http://blogs.heacademy.ac.uk/social-sciences/tag/technology-enhanced-learning/ accessed on 12/12/12 ➤ Greaves et al (2012) 'Students as Producers: live projects as a vehicle for developing employability potential and skills', UWL Learning & Teaching Conference, June 2012
<p>Targeted dissemination through JISC, HEA and NUS</p>	<p>The JISC, HEA and both local and national NUS were involved in supporting and actively disseminating the links across the HE and FE sector.</p>
<p>Less tangible knowledge and experience outcomes</p>	
<p>FfIL continued to bring dispersed, interactive, high quality resources together using a successful learner-tested learning design, supporting the development of learner evaluative and critical capabilities and effective research skills strategies, which in turn support effective exploration of disciplinary knowledge.</p>	<p>OER work in the sector has gained momentum over the last two years. The bringing together of interactive resources within a framework, dedicated to one aspect of learner development is a departure in terms of repurpose concepts that allows for a re-conceptualisation of how to structure and present materials. By using the principles of the LDS project and Conversational Framework for design, GLO Maker Tool for materials design, sound pedagogic principles are underpinning the development. The use of the LLiDA Framework, BL4ACE and CETL outputs has further embedded HEFCE and JISC-funded projects within the sector. The sustainability of the above are enhanced each time they are used and disseminated.</p>
<p>Enhanced knowledge of how to engage our students</p>	<p>This team fed back clearly that they were engaged as they had been asked to be involved early in their academic career (first year). They were keen to participate and become involved. A clear message here was catch us at the start of our academic career.</p>
<p>The natural adoption of the sound underpinning design pedagogies by the student team. These are particularly visible in the second You Tube media clip.</p>	<p>A key aspect of this project was the natural adoption of the sound underpinning design pedagogies by the student team. These are particularly visible in the second You Tube media clip outlining 'Constructing and argument - the three steps'.</p> <p>YouTube videos produced as part of the project, promoting effective essay-writing skills for students, can be found at http://www.youtube.com/watch?v=0X3WE6orEdw</p>

	<p>http://www.youtube.com/watch?v=qUce6GI79g4</p> <p>This area is worthy of further investigation</p>
The 'wraparound' is based on a design developed by students for students.	At all times throughout the project students were leading the design and development of the additional station stop materials. A focus group at the beginning validated our design. All the learning objects for the new station stop were determined and designed by students with them having control over storyboarding and technical development.
The concept of creating and placing a suite of linked e-resources within a 'wraparound' design can be transferred across disciplines.	In much the same way that module leaders prepare a 'module study pack' containing key linked resources, this concept can be applied within subject domains using the Learner Journey concept. For example, a suite of materials could be developed in one institution for a particular subject area and then re-purposed across a course in a different institution through local customisation.
It harnesses, consolidates and further embeds across the sector much of the existing good practice	Within UWL, our project has built and continued and developed ALLE project synergies between a very wide range of committed stakeholders through the steering group involvement – legal, library and Information Systems, TEL and INSTIL plus many academics from a wide variety of disciplines. This project has embedded and further extended the expertise gained from resources and knowledge created by the RLO-CETL and wider JISC and HEA community. Throughout, sustainability through embedding has been central to our thinking. A particular strength on this occasion has been student to student reach and validation of the materials.
Through dissemination activities that share FfIL project outputs from the 'Learner Journey Feedback and Feed Forward Station' sector understanding of Digital Literacies, curriculum design, eAssessment, OER and re-use are being further enhanced through continued embedding and raising awareness of:	<p>Digital Literacies (http://www.jisc.ac.uk/whatwedo/programmes/elearning/developingdigitalliteracies.aspx)</p> <p>The Design Studio (http://jiscdesignstudio.pbworks.com/w/page/12458422/WelcometotheDesignStudio)</p> <p>Anytime Learning Literacies Environment (http://www.jisc.ac.uk/whatwedo/programmes/elearning/ltig/alle.aspx)</p> <p>The Learning Design Support Environment (https://sites.google.com/a/kl.ac.uk/ldse/)</p> <p>The JISC eAssessment programme and outputs http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment.aspx#map</p> <p>The HEA assessment and Feedback work (http://www.heacademy.ac.uk/assessment)</p>
Continued sector awareness-raising through the user-interface (Learner Journey) and related learning.	All Objects from the Learner Journey are available to the sector via the project website and placing in the Design Studio; http://jiscdesignstudio.pbworks.com/w/page/66647915/FeddfowardforInformedLearningresources
It places the tools required for successful understanding of the role	<p>http://hermes.uwl.ac.uk/learnerjourney/</p> <p>The materials are available 24/7</p>

of assessment and feedback and locates it within the context of digital learning literacies under learner control and in one place	
By placing students as collaborators at the heart of the project it informs the JISC and the wider UK FE and HE communities by providing a better understanding of students' understanding of their own learning needs	http://hermes.uwl.ac.uk/learnerjourney/files/JISC_FfIL_User_experience_of_project_materials_Evaluation_Reportv2.pdf
Pedagogical design concept to support subject area curriculum development	The construction of linked learning materials provides a concrete demonstrator for a conceptual framework of curriculum design for tutors and other student as collaborator teams.
As collaborators the student team gained considerable tangible and non-tangible benefits	<ul style="list-style-type: none"> ➤ A key addition to students CVs and increased experience of formal procedures such as project planning, managing teamwork from remote locations and working to deadlines ➤ An increased awareness of the academic meaning and sector definitions of assessment and feedback and research based on this subject area. ➤ Transferable graduate attributes acquired through a live project context of students as producers with tutor mentoring and support. ➤ Rich learning achieved through project diaries with continuous reflection and records for future reference.
Use of the Learner Journey on mobile phones (http://glomaker.wetpaint.com/page/Mobile+GLOs).	The previous LTIG ALLE project developed a mobile app for the GLO Maker. Thus these materials may also be viewed using this mobile App. It should be noted that the most owned mobile was the Blackberry with the iPhone second. The app currently only works on android phones.
Importance of paying students in some form for their in-put	Students must be properly resourced for their work in projects; in particular consideration must be given not only to money payments but flexible benefits. This is particularly important for inclusivity students with disabilities as benefits might be impacted, international students as work limitations might be reached and so forth

3.3 How did you go about achieving your outputs / outcomes?

Overall approach

Building on the previous work done with the ALLE Learner Journey the student team deployed standard project planning approaches and used JISC Work-packages

(http://hermes.uwl.ac.uk/learnerjourney/files/Appendix_B_Workpackages_FfIL_IgV1_1.pdf) to scope and plan the work. The student team identified members who would assume responsibility for different aspects of the project. This involved desk review during June and July 2012 to identify the nature and purpose of standard approaches to assessment and feedback across HE institutions; compilation of a database to contain NUS Presidents, Deans and other institutional staff across the sector with responsibility for student support, Heads of Library and Careers departments; and devise an evaluation strategy for user perceptions of the new materials. Two of the team took responsibility for compiling the data base and designing leaflets for dissemination purposes. Two of the student team assumed responsibility for the desk review where key components were identified and then detailed for development as learning objects for the Learner Journey station stop. They also devised an evaluation strategy for user perceptions of the new materials. Two students assumed responsibility for the technical development of the Wiki and learning objects. The student team were supported and mentored by the staff member who was project fund holder and colleagues from the UWL technical team centrally located in INSTIL. The Business School administration team also assisted with the dissemination activities on campus. The project had critical friends, Dr Debbie Holley, Reader, Education & Technology, Anglia Ruskin University and Claire Bradley, E Learning Consultant who were always available and who advised and supported the project team throughout.

A student project leader had responsibility for ensuring all key milestones of the work-packages were monitored and kept on target, regular team meetings both f2f and on-line facilitated this process.

She was supported in this role by the Project fund holder. The work-packages were completed on time and within budget. The only departure was in terms of the resources developed. The team wanted to create an exercise that they had found particularly useful in the previous year. They decided to develop this as a YouTube media clip. They worked with an independent film producer on the script and photos shoot. Over 300 UWL first-year business students were invited to use the student developed resources from October 2012 to February 2013. Feedback from the evaluation indicated that this had been the most used aspect of the project materials, thus the team determined to make another YouTube video of what they considered to be important information for first year students.

Our student team undertook a graduate attributes benchmarking exercise at the commencement of the project and reflected regularly on the development of skills gained through the project. Project diaries were kept throughout the life-cycle of the project by student team members for reflection and recognition of key graduate skills learnt. This enhanced continuous learning, impacting positively on the approach of the students involved. The positive impact on the ability of students when guided and supported by a tutor is transparent through these entries. UWL technical support was able to upload new student developed materials onto the existing Learner Journey without difficulty.

The JISC, HEA and NUS were supportive and responsive throughout the dissemination period and on-going.

Achievement of Project Objectives

The revised ALLE learner journey is available for anyone to use directly from <http://hermes.uwl.ac.uk/learnerjourney/> and it is also available from the project wiki (<http://alle.uwl.ac.uk/>). The files for the learner journey are also being made available so that other institutions can adapt the learner journey for their own purpose. All the components of

the learner journey are free for reuse and repurpose and are available under a [Creative Commons Attribution-Share Alike](https://creativecommons.org/licenses/by-sa/4.0/) license. It will also be available from the JISC Design Studio website pages;
<http://jiscdesignstudio.pbworks.com/w/page/66647915/Fedforward%20for%20Informed%20Learning%20resources>.

Objective 1

- Further enhancement and dissemination of the outputs of the Learner Journey

The project has continued and continues to raise sector awareness of existing digital resources that were available for immediate re-use and repurpose across institutions, subjects and contexts achieved through dissemination activities nationally and were achieved through a number of approaches:

- Conferences and workshops throughout the project life-cycle and beyond
- The student team developed a database of key contacts for particular sector roles at Universities and through email distribution shared FfIL dissemination promotional materials (2 flyers) and direct web links to the project WIKI and video. This was undertaken in September prior to the arrival of new learners.
- A mail-shot to all contacts on the database was also done one week after the email distribution. The mail-shot contained two sets of information giving leaflets; one set aimed at tutors who might use the on-line materials with their students and one set aimed at students who might benefit from the materials.
- Working with local NUS and UWL administration, campus led dissemination activities took place through the distribution of custom flyers promoting the FfIL resources. These were handed out at the Fresher's Fayre, put up around the UWL Student Union building and displayed in cabinets around UWL buildings. Additionally leaflets were provided to UWL course leaders to provide at induction events.
- A student led Project WIKI enabled materials developed by learners to be showcased and shared with other learners across the sector. This was developed by the student team and launched and has been supported throughout the duration of the project. The student led wiki can be viewed here: <http://helpthestudents.com/learnerjourney/learnerjourney/journey%203%20feedbackstuff.html>

Objective 2

Involvement of learners directly with the creation of materials to support personalised learning:

Students were at the heart of the project throughout, co-collaborating every step of the way.

Key activities they were responsible for were:

- Throughout June and July the student team scoped the variety, types and purpose of feedback and feed forward activities. This informed development and direction of learner objects design. Team members undertook desk research for available information from JISC and HEA sites to ascertain current academic and practice views of assessment. A key recurring theme was f2f feedback is valued by students. It was decided to present a conceptual overview of the purpose of assessment and feedback with an emphasis upon students being proactive in seeking and acting upon feedback.
- Derived from the scoping exercise a discrete set of generic custom built digital resources were designed and developed by the student team who were mentored and guided by the project director.
- To support learner understanding of the variety, types and purposes of feedback and feed-forward activities the following learning objects were developed:

<http://helpthestudents.com/learnerjourney/learnerjourney/journey%203%20feedbackstuff.html>

- These were piloted by our student team with a small user group during each stage of development. Adjustments were made in the light of learner/user feedback. Feedback from students indicated an exercise they would like to turn into a YouTube video. This was designed, developed and produced by the student team with the assistance of a professional film maker and is available here:
<http://www.youtube.com/watch?v=0X3WE6orEdw&feature=youtu.be> to date this has been viewed by over 2,000 individuals.
- Implementation of the new learning objects with first year students at the UWL Business School to assist in learning and personal development.
- Evaluation of learner experience in using the materials' was devised and undertaken by the student team.
- These generic custom built digital resources designed and developed by students are available for staff development with new tutors to assist in understanding of the variety, types and purpose of feedback and feed-forward activities for use in their practice. This is designed as a customised set of digital resources supporting learner understanding of types and purposes of feedback and feed forward activities set within the ALLE Learner Journey but also available for individual re-use or repurpose across VLE, Cloud and mobile phones. Available at: http://hermes.uwl.ac.uk/learnerjourney/journey3_feedback.html
- The student team have presented at all conferences and workshops and have been involved in the development of all reports

Objective 3

Involvement of learners with the promotion of uptake of OER materials to support embedded and personalised learning

- Student led activities around supporting learners in feedback and assessment
- Enhanced sector engagement with students creating valuable resources made by students to support students is highly valuable for both learners and tutors. Student engagement and understanding through student made OERs with the sector support has been used to ensure alignment between expectations.
- An improved understanding of learners' experiences of using feedback and feed-forward digital resources through OER materials applied in a variety of authentic contexts.
- Distribution through HEA lists with the produced FfIL materials including the October 2012 Business Education Update (Greaves, L. (2012) '*Grappling with our students in August*', HEA Social Sciences Blog, Available at:
<http://blogs.heacademy.ac.uk/social-sciences/2012/09/19/grappling-with-students-in-august/> accessed on 21/02/2013)
- The NUS have positively endorsed the project and approved use of their logo on project materials.

Objective 4

- Raise awareness of the strategic value of creative and innovative embedding and re-use of existing quality on-line digital literacy and OER materials in relation to Hefce KIS requirements

The Learner Journey is made up of a series of interactive generic learning objects. Understanding the pedagogy of the Learning Objects is important to appreciate the quality of

the Guided Independent Study being experienced. What follows is taken from the GloMaker site and is available at: <http://www.glomaker.org/about.html>

What are learning objects?

“There are many definitions of learning objects. However, in our approach, learning objects are focused on one clear learning goal or objective. They are designed to be a) pedagogically effective, and b) reusable. Our learning objects normally incorporate the use of interactive multimedia to create a rich, effective learning experience. Examples of these rich multimedia learning objects may be found on the Website for the Centre for Excellence in Teaching and Learning in Reusable Learning Objects. [<http://www.rlo-cetl.ac.uk>]”

Each learning object in the Learner Journey is built using the GLO Maker tool:

What are Generative Learning Objects (GLOs)?

“The traditional approach to the reuse of learning objects has been to separate content from context in order to make the content reusable. However, it is not content but the quality of the learning design that is most important for effective learning. The generative learning object (GLO) approach thus inverts the traditional approach. It extracts successful pedagogical designs and makes these the basis for reuse. These designs are built into an authoring tool: GLO Maker. A teacher can then add content to produce learning objects based on successful designs to meet their specific needs and preferences.”

Materials created as part of the ALLE and FfIL projects are therefore designed to act either as part of a scaffolded experience embedded within the curriculum or in a variety of other personalised contexts. The average time expected to be spent using each of the learning object has been worked through by the student team. The table (http://hermes.uwl.ac.uk/learnerjourney/files/KIS_Information_for_The_Learner_Journey.pdf) indicates the time spent to undertake the activity once. This can be therefore calculated into the KIS allocation you provide for your courses under the correct heading (full details available at http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf).

Evaluation

Evaluation has been embedded within the project from the start with key stage milestones being monitored:

- Student team diaries;
- Tutor mentor Graduate Attribute development review for student team members;
- Learner Object evaluators during development stages;
- End user evaluation has been conducted across a range of cohorts within UWL. The data and findings are currently being collated;

The project has an external critical friend who has been providing feedback and critical review on a regular basis. Overview commentary:

“I have been following this project with interest, as I was part of the original ALLE development team. This is exactly the type of work I think is essential to disseminate and

embed technology within the curriculum – it is designed by the students, for the students with staff supporting and scaffolding their efforts. I note the tensions some students report in terms of work/study/home balance – and despite this, they continued and have a valuable addition of working on a ‘live’ project on their CV. This project makes a contribution towards developing a “sense of belonging” ([http://www.heacademy.ac.uk/assets/documents/what-works-student-retention/What works summary report.pdf](http://www.heacademy.ac.uk/assets/documents/what-works-student-retention/What%20works%20summary%20report.pdf)) which is key in successful transitions through University and onwards into the job market. It has also established fruitful partnerships (for example Students Union and HEA as well as JISC) which in challenging economic times, showcases the best of collaborative effort. I commend Lyn and the wider team for the successful delivery of this project.”

Dr Debbie Holley, Reader, Education & Technology, Anglia Ruskin University

3.4 What did we learn from our evaluations?

Key findings:

3.5 Key findings from students who used the new materials

3.5.1 Use and evaluation of the learner journey

Over 300 first-year business students used the learner journey in the University of West London (UWL) from October 2012- February 2013. As with previous projects using these materials our approach was to scaffold the journey within the curriculum.

Evaluation of the project sought to identify if the students had used the resources, explore if they perceived the resources to be useful in supporting their studies and identify what personal technologies they owned.

Evaluation data was collected from students after they had studied the module and had an opportunity to use the materials as part of their studies. During the penultimate week of the semester all 300 Business Studies students were invited to complete the questionnaire. This was collected manually in the last week of the semester by a project student intern during the f2f seminar sessions throughout the week.

Of the 300 possible respondents 153 were completed and returned. This high response rate might be due to a number of reasons; tutor request followed up by student collection which ensured anonymity; students wanting to assist students, were among the reasons given verbally to the tutor at a later date.

The feedback from learners who used the resources as part of their studies has been largely positive. There was a particular emphasis by respondents on the value of the YouTube media clip designed to support essay writing skills (<http://www.youtube.com/watch?v=0X3WE6orEdw>).



Wordle of students' responses to the Highlighter exercise on YouTube

The Wordle above shows the students' responses to what they thought about the YouTube media. The larger the word appears, the more times it was used by the respondents. Despite some respondents signalling that they found the media clip hard or confusing it is clear that the majority liked the material. It is clear from the prominence of positive words that overall students felt that the 'Highlighter exercise' was a help and was perceived useful by many of the students that used it.

Key Evaluation Findings:

- The online resources have been used by business students at the University of West London and were found to be useful in their studies
- 92% of the respondents viewed the YouTube media clip 'The Highlighter Exercise'.
- 86% of students who viewed it wanted more YouTube media clips like 'The Highlighter Exercise' to support them in their studies
- Only 7% said that they visited helpthestudents.com
- Only 7% said they used 'The Ask a Question' facility
- 43% of students said that they used the Learner Journey and found it useful
- Dell was the most popular type of laptop used by the students
- The most commonly mobile Phone used by students was Blackberry.

This evaluation has raised more questions than it has answered. For instance; why was the student to student support site not more utilised? What was so appealing that students went onto the YouTube media clip but not on the 'Helpthestudents' site? Did the YouTube media clip answer the learning needs of the students so fully that they didn't need to use the other resources? These are all areas that are worthy of further investigation.

The full evaluation report can be found here http://hermes.uwl.ac.uk/learnerjourney/files/JISC_FfIL_User_experience_of_project_materials_Evaluation_Reportv2.pdf

Evaluating the experiences of the student team

Students kept journals and engaged in regular reflective activities to identify graduate attribute development and progress. From this activity a number of key themes emerged:

- Students find working on live projects whilst juggling paid work, university academic commitments and family life challenging. The learning curve through participation in internship roles is steep and whilst the rewards are valuable there are balances and stress levels to be considered
- Students' confidence has been increased through guidance and support of work based activities through learning and building something real and usable for others;
- Students are keen to develop their own understanding and work experience, whilst learning to manage their time and work life balance;
- Encouragement and support goes a long way in terms of students making the commitment for initiation through to completion of a project when managing University work;
- Key transferable graduate attributes identified through project activities.

The Student Team Project leader:

Challenges -

- *Individual term dates and planned holidays made for difficult scheduling of collaborative work*
- *Other deadlines and commitments caused delays*
- *Co-ordination of information was a challenge as within the live project context everyone works when they are available around other priorities, causing delays in communication.*

What I learnt -

As project leader I learnt through using project plans and recording a reflective diary:

- *how to pull information together and chase up missing work*
- *pick up any slack / missing work and take responsibility for it*
- *find quick solutions when problems arose*
- *take feedback positively from (our line manager) in order to improve and avoid missing deadlines*

The Student Team:

Challenges:

- *Resource access in terms of students and user rights;*
- *Students work/life/study/ and live project balance;*
- *Timing of project life cycles (e.g. reporting due when student take exams and submit finals etc.)*
- *Experienced tutor required as sensitive close monitoring required throughout*

Please see the following talking head for further details:

<http://youtu.be/t5z7apSB5M4>

Benefits:

- *Direct tutor/student body two-way communication process;*
- *Rich experiences for student project team in graduate attributes*
- *Excellent motivation for following year who want 'to be a part for THE project'.*
- *Positive mentoring experiences tutor to student and students to student*
- *Enriches university life for the wider university community*
- *Direct link into a research led environment for students.*

Please see the following talking head for further details:

<http://youtu.be/rLYcOouzE9M>

The experiences of the Tutor

Students as co-collaborators in digital resource development offers clear gains for tutors, students, institutions and the wider FE/HE sector. Why:

- Direct line to needs of students (self and others);
- Immediate feedback on tutors ideas about 'what students need' and why we may have it wrong;
- They bring enthusiasm and fresh views;
- They act as champions with their peers;
- Fun to work with

However, consideration needs to be given to:

- Tutor experience and match for project support of student teams involved (discipline area and process skills development);
- Funding for students activities;
- Personal tenacity and dogged determination for all the nitty, gritty bits such as raising contracts, managing related HR admin, confidential issues relating desk space/email/IT support in secure tutor area (e.g. where their exam papers might present, other students being counselled), working anti-social hours because our students have to, working through institutional limitations such as technical support issues, funding students to attend conference once their contract has ended, the list goes on!

Student ownership is critical. Consideration of ethical issues and robust and rigorous risk assessment integrated as part of the planning for projects of this nature is key for success.

Lessons learned:

Students must be properly resourced for their work in projects; in particular consideration must be given not only to money payments but flexible benefits. This is particularly important for inclusivity e.g. students with disabilities as benefits might be impacted, international students as work limitations might be reached and so forth;

Tutor time for support and mentoring should be properly resourced in projects with students as co-collaborators;

Ethical issues around tutor/student relationships must be considered, in particular where grades might be concerned, as well as issues pertaining to access to institutional servers;

Timing of project deliverables should take account of student timetables;

Where online, generic skills-based materials designed by students are introduced and scaffolded in the context of a taught module, end user students' confidence in the efficacy of the resources can be enhanced;

Interactive on-line materials development is complex and requires a careful orchestration of developer, curriculum and pedagogical expertise. This relates to both the pedagogical design

and the technical development. This student team instinctively used the pedagogic patterns of the GLO Maker and transferred them to the YouTube media clips;

Development work of effective materials is resource intensive but working with students as co-collaborators is a great deal of fun as well as informative as to their needs as learners;

Effective integration of interactive on-line materials within a curriculum, deploying formative and summative assessment to engage and motivate learners requires a careful understanding of curriculum, pedagogy and on-line learning support, students as co-collaborators add an extra dimension of understanding to all these aspects of designing learning;

3.6 Immediate Impact

A number of impacts can be identified in the institution as a result of the project activity and outputs:

- Previously gathered information and materials to support literacy development have provided additional information for assessment and feedback through a single point of access for learners;
- This one point of access is made available through multiple locations, e.g. the library home page, the study skills home page, the student's' VLE module page;
- Over 300 UWL learners have used the materials during academic year 2012-2013 as part of their module learning and teaching strategy;
- The YouTube media clip has been taken up extensively both inside and outside the institution;
- Enhanced our links with the student body;
- The Learner Journey is forming part of the Business Schools KIS response;
- UWL learners are passing the link to the Learner Journey and the YouTube media clips to fellow learners from other courses and other institutions;
- UWL learners are also identifying and posting on BlackBoard discussion boards other materials to support their literacy development as a result of engaging with the Learner Journey;
- Increased our knowledge of the valuable in-put of students as co-collaborators;
- Improved confidence levels in using on-line resources for the UWL cohort
- One team member has become a volunteer National Student Adviser to the HEA, her bio can be viewed here :

<http://www.heacademy.ac.uk/resources/detail/studentengagement/StudentsasPartners/Emer-Shepperd-Bio>

How has the wider community benefitted from our project?

A further embedding of sector wide activities and work in this area (<http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessmentandfeedback.asp>; <http://www.heacademy.ac.uk/wales/ourwork/assessmentandfeedbackx>; <http://www.nus.org.uk/en/campaigns/higher-education/national-student-survey/>) through making transparent to learners assessment & feedback practices.

The enhanced user-interface (Learner Journey) and related Learning Objects from the original ALLE project are available to the sector via the project website and the Design Studio and dissemination activities have been on-going for:

- Stand-alone use of the YouTube media clips;
- Immediate repurpose in courses and programmes and on institutional VLEs as;
- Institutional customisation of individual learning resources using the GLO Maker Tool;
- Individual/granular tools and resources to provide bite-sized scaffolding for individual learning literacy concept acquisition;
- Local programme customisation using the GLO Maker Tool;
- Local programme individual/granular tools and resources to provide bite-sized scaffolding for individual learning literacy concept acquisition embedded within curricula
- Use of selected components of the Learner Journey on mobile phones
- Increased student understanding of pedagogic practices

The wider community will continue to benefit from the ALLE and FfIL projects now that the learner journey has been revised in light of student feedback, and through local dissemination in partner institutions and at scheduled conference presentations We intend to continue to support tutors and institutions who adopt the learner journey for use in courses and modules in the next academic year.

The Groups known to be using the Learner Journey or intending to do so are:

School of Business UWL
School of Hospitality, Tourism and Leisure, UWL
Student Support Services, UWL
Library Services, UWL
Career Services, UWL
Cyprus Franchise UWL:
Hong Kong Franchise, UWL
SONNET, Nottingham University
School of Business London Met
City of Bristol College

Project strengths:

- The team comprised predominantly students who were able to support each other and who were prepared to take risks;
- It drew heavily on existing knowledge and practice in the sector and built on it through tutor guidance;
- Learners were engaged as active and participant stakeholders throughout the project lifecycle;
- Materials are readily available for reuse through the Design Studio;
- Learners graduates attributes developed exceptionally well during the project;
- Chartered previously un-navigated territory in terms of students as co-collaborators;
- Demonstrated the strengths of co-collaboration of students and tutors

3.7 Future Impact

It is the nature of projects that as we write our report, dissemination activities are still taking place, locally within our institutions and nationally. We are harvesting evidence through:

Tracking the number of hits on the learner Journey home page and the three individual journey pages;

Tracking hits and usage on the YouTube video;
Records of Institutions and individuals downloading for reuse from the project website;
A follow up dialogue with users to identify the nature of reuse;
Continued use with existing users;
Continued dissemination activities;

Conclusions

Key conclusions from this project are:

General conclusions:

- Students like and enjoy being involved in live projects that have an impact on their own and others learning;
- Students appreciate and value being paid for their time and input;
- Not all learners are able to receive payment so creative approaches to funding and recognising their in-put must be sought;
- Students gain important life skills through live projects and with support are able to transfer the graduate attributes to other areas of their lives;
- Students liked and used the student developed materials, they particularly liked the You Tube media clips;
- Tutors gain much from co-collaboration with learners in terms of understanding their needs, the direct access is really useful in providing dialogue as work is in progress;
- Students have a very clear understanding of what they need in terms of support and are able to articulate this if asked;
- The generic presentation of the content in the learning objects meant they could easily be used across institutions, thus they could be reused across other institutions in their current format;
- Availability of interactive materials dealing with generic skills and assessment and feedback advice and support that is available 24/7 allowed students to be supported at a time of their choosing
- On-line materials reduce pressure on tutors and staff on the module to repeat information;
- Students like and want the materials available for personalised learning opportunities;
- Feedback indicated students wanted more materials both like the Learner Journey and the You Tube media clips to support other areas, such as research methods, in their academic studies

Conclusions relevant to the wider community:

The message from the student team was the experience was really beneficial on many different levels, in particular: graduate attribute development, real world experiences, feeling valued by the institution.

The message from the users was that clear, easy to understand resources such as the You Tube media clips developed in the project are used.

Ensuring the underpinning pedagogy of the materials used is important in terms of sustainability and reuse;

Developing digital and information literacy skills are an important part of university and work life. Thus ensuring easy access for personal use is important in terms of retention, progression and acquiring the skills for life and learning in the flexible on-line learning environment. Using quality well-made resources encourage learners to keep engaged with on-line materials.

With Mobile phone ownership at almost 100%, institutions should be working towards ensuring their on-line materials are mobile phone compatible, many of the respondents in this study used non-android phones;

Where appropriate institutions should actively support student led and appropriately tutor supported development teams to develop digital materials that share important generic messages;

Bespoke materials designed to support particularly important concepts in a learning experience, provided through a single interface in an easily navigable form are valued by students. Learners like clear and accessible materials in terms of information and message and would prefer them to be with real people, e.g. the students developed the YouTube video to share particular concepts in what would feel like fun shared experience with live people rather than animation.

The construction and use of linked learning materials in the ALLE project provided a concrete demonstrator for a conceptual framework of curriculum design for students to follow, they quickly understood the underpinning pedagogies and were able to emulate them in their own designs;

Carefully crafted interactive on-line materials designed to reduce pressure on tutors and staff for repeated information is resource intensive to produce. Working with students as co-collaborators reduced development costs without any loss of quality in end product. This is particularly important as resources become scarcer. However, *co-collaboration* requires experienced tutors as their contributions are crucial to the quality of the end product as well.

Ethical issues should be fully considered in co-collaborative projects. Issues such student access to institutional resources, tutors who might be grading papers of student team members they are currently working with are some areas that were highlighted in this project.

By identifying the time for user engagement in each of the resources tutors are able to make use of the resources in the KIS returns if they are embedded or scaffolded into module designs;

Learners like and enjoy on-line materials, in particular the You Tube media clips, which are embedded within the module, and would like more 'learner journey' type materials, designed and built into lessons and/or the assessments.

Learners like and want materials such as the learner journey available for personalised learning opportunities 24/7 52 weeks of the year. Availability of materials after a module or course of study has ended should be considered in terms of storage and access. This is particularly important where VLEs 'lock' learners out at the end of a module. Our learners sent links to the materials to friends outside the institution so access was important.

Conclusions relevant to the JISC:

Through the FfIL project we embedded the benefits of:

- further flexible learning opportunities
- The original JISC ALLE design and development of the learner journey informed our implementation and evaluation strategy of the new materials;
- Situating those learning opportunities in authentic contexts (workplace, community, placement)
- JISC LLiDA recommendations and implications for the future were central to the FfIL project in terms of supporting students through experiences located in authentic contexts;
- Supporting learners to use their own technologies and to develop effective strategies for learning with technology
- assessment and feedback to encourage innovation in learners' approaches to their study and rewarded exploration as a process:
- Supporting learners' in developing self-efficacy and self-direction in learning at point of entry to their programme of studies, the students who devised and led this project were first years developing materials for other first years:
- Supporting learners' personal reflection, progression and planning, by engaging with live projects;
- recognising and rewarding the expertise that digitally proficient students offer to others in the learning community

The availability of interactive materials 24/7 continued to be particularly valued by learners;

Students' personal ownership and use of digital technologies continues to be varied although UWL the evaluation of learners' experiences of using the resources indicated that student ownership of personal technologies has increased in the last two years:

Ownership of mobile phones is high with the majority of phones owned being Blackberry's and iPhones

The generic presentation of the content in the learning objects means ease of use across institutions for repurpose of the new resources;

4 Recommendations

Recommendations for the wider community –

Digital and information literacy is a key employability requirement. Learners want and need to be supported into digital literacy. Institutions through validation processes should encourage programme/courses and curriculum teams to integrate digital literacy skills and support learners in developing these skills through live (funded or with some reward and recognition built in) projects that engage learners both with the curriculum and digital and information skills required to engage with the curriculum;

Working with students as co-collaborators requires tutor's flexible use of their expertise. Institutions should identify and seek to meet development needs associated with supporting tutors in developing appropriate skills to work co-collaboratively with learners;

Effectively integrate projects that facilitate the development of on-line interactive materials into the learning and assessment experience;

We cannot assume when designing a rich mix blend of f2f and on-line curriculum that all learners can engage fully in the flexible learning agenda at a time and place of their choosing. Ensuring easy access for personal use is important in terms of retention, progression and acquiring the skills for life and learning in a flexible on-line learning environment. Institutions should continue to monitor and review learner ability to engage in blended and on-line materials through personal equipment.

With Mobile phone ownership at almost 100%, institutions should where possible, be ensuring their on-line materials are compatible with (all) mobile phones;

Learners learn by doing. Institutions should invest carefully in crafted interactive on-line materials designed to support learners into and through creative co-collaborative tasks and projects. This reduces pressure across the sector for repeated creation of the same information. This is particularly important as resources become scarcer.

Institutions should consider collaboration to develop interactive on-line support materials in generic areas where information is likely to be similar across the sector. The use of authoring tools designed to enable local customisation of materials (e.g. the GLO Maker Tool) would ensure easy institutional up-dating once an initial investment had been made. Students should be co-collaborators in this process.

Ensuring learner access to on-line support materials before or after a course has completed should be considered in terms of storage, particularly where VLE 'lock-out' learners.

Recommendations for JISC

Future investigations and work in this area should focus on:

Continued embedding and support for the findings and recommendations of the LLiDA project in investigations focusing on institutional and whole-curriculum approaches to embedding digital literacies, and identifying success factors for learners in particular the benefits to sector and student of working with students as co-collaborators;

Investigation and support into the use of linked and integrated learning materials and conceptual frameworks of curriculum design developed with students as co-collaborators. These materials should be (amongst other sorts) crafted interactive on-line materials designed to support learners into and through creative co-collaborative tasks and projects;

Investigation and support for reuse of on-line materials (in particular generic materials) that are mobile phone compatible;

Continued investigation and support into the use of authoring tools designed to enable local customisation of materials (e.g. the GLO Maker Tool) to ensure easy cross-sector institutional up-dating and sustainability once an initial investment had been made.

Continued investigation and support into the use of YouTube media as part of the learning experience;

Continue support for investigations examining evidence of what cross-sector developments such as Digital Literacies, Induction, careers work, Graduate attribute development and International Students Familiarisation are of long-term value to learners and other stakeholders

Support for cross-sector student co-collaboration that builds on existing good practice (in particular the LLiDA findings and recommendations and related subsequent projects) which further embed and integrates OER making effective use of financial and physical resources for and on behalf of the sector

Support for cross-sector adaption, reuse and repurpose of Learner Journey type materials – for example - a) all funded projects review existing materials such as the Learner Journey, those hosted on the Design studio, etc, and consider reuse and repurposing, and (b) that the support and synthesis strand of the DDL programme works to collate and provide the community with coherent access to the emerging resources, in particular those created co-collaboratively with learners;

Undertake a funded review of materials developed co-collaboratively with students such as the learner journey and the YouTube media clips, their longer-term impact and value.

Promote further discussion and engagement around these conclusions and recommendations

5 Implications for the future

The co-collaboration experience with students in the development of materials specifically designed using digital platforms to support digital literacies development and assessment and feedback will be of interest and use to any practitioner working in Further and Higher Education. By linking their learners to the Learner Journey other professionals are making additional support available for their learners. The end users will have access to the materials as many times as they wish to use them, wherever and whenever, deriving generic information to support them in their studies. As a community we benefit from a resource that is reusable and customisable across the sector with complete freedom of access to all users.

The work reported on here might be built upon in a number of ways. Colleagues across the sector can add new learning objects to the journey as our student team did, customise them to suit their particular subject or discipline requirements. The design concept of the Journey is transferrable and might be used to create subject specific customised interface of co-located resources to support a particular concept or concepts in a particular subject or discipline module. This would then also become reusable across the sector if created under creative commons licence. Students' feedback from this project specifically requested more interactive resources for research methods (See user evaluation report).

The mobile development is particularly exciting. Continued development in the provision of materials through a mobile platform would be of great benefit to the sector, particularly with the continued move towards flexible delivery of learning materials.

The materials developed under this JISC funded project will be used within UWL and continued to be made available to the sector. Dissemination activities will continue and the ALLE and FfIL project and GLO Maker wikis will be used to support the dissemination and repurpose of the materials. A community already exists around the GLO Maker wiki and this community will be built on as part of the sustainability of the ALLE and FfIL work.

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