JISC

Progress Report - FfIL

Project Name	Feed-forward for Informed Learning University of West London
Project Website	http://www.jisc.ac.uk/whatwedo/programmes/elearning/embeddingbenefits2012/FfiL.aspx http://helpthestudents.com/ http://alle.uwl.ac.uk/
Report compiled by	Lyn Greaves
Reporting period	*May2012 – January 2013*

Section One: Summary

The FfiL project has delivered 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 their future academic performance. A group of UWL students, empowered and supported to design and develop the digital resources are leading the project Wiki, and are engaging directly with the wider UK student body creating a learner community around digital literacies and feedback.

Other dissemination activities of the enhanced Learner Journey are specifically aimed at tutors to make explicit 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.

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

Section Two: Activities and Progress

May 2012 – January 2013

> ➢ Throughout May and June 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.

> ➢ Student led Project WIKI to enable materials developed by learners to be showcased and shared with other learners across the sector was developed and launched and has been supported throughout the duration of the project.

> ➢ 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 carried out in the final week of the semester. Data analysis is on-going.

> ➢ Project diaries were kept throughout 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.

Project Dissemination to date include:

Journal articles x1
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

Blog x1
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

Conference and workshop Dissemination events -

> ➢ 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

> ➢ Greaves, L. et al (2012) 'Students as Producers: live projects as a vehicle for developing employability potential and skills', Learning & Teaching Conference University of West London, 26th June 2012

> ➢ Engagement with the NUS both at local and national level was undertaken throughout August. The National NUS were supportive and responsive to requests to endorse and support dissemination of materials for students. Engagement continues at both national and local level.

Section Three: Institutional & Project Partner Issues
UWL technical support was able to upload new student developed materials onto the existing Learner Journey without difficulty. Project Partners - none The JISC, HEA and NUS were supportive and responsive throughout the dissemination period and on-going.
Section Four: Outputs and Deliverables

1. 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.

2. To support learner understanding of the variety, types and purposes of feedback and feed-forward activities the following learning objects were developed:

3. http://helpthestudents.com/learnerjourney/learnerjourney/journey%203%20-feedbackstuff.html

4. These were piloted 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.

5. A student led wiki was established this can be viewed here:
   http://helpthestudents.com/learnerjourney/learnerjourney/journey%203%20-feedbackstuff.html

6. Generic custom built digital resources tool designed and developed by students 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

7. Student led activities around supporting learners in feedback and assessment

8. 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.

9. Working with local NUS and UWL administration campus led dissemination took place through the distribution of custom flyers promoting the FfIL resources. These were handed out at the Freshers Fayre, put up around the UWL Student Union building and displayed in cabinets around UWL buildings.

10. An improved understanding of learners' experiences of using feedback and feed-forward digital resources through OER materials applied in a variety of authentic contexts.

11. A raised sector awareness of existing digital resources available for immediate re-use and repurpose across institutions, subjects and contexts achieved through dissemination using team compiled lists of contact information for particular sector roles at Universities nationally. The email distribution shared FfIL dissemination promotional materials (2 flyers) and direct web links to the project WIKI and video.

12. 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)

13. The NUS have positively endorsed the project and approved use of their logo on project materials.

Section Five: Outcomes and Lessons Learned

Outcomes:

Project

➢ 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;

➢ 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 will be placed in the Design Studio and JORUM;

➢ Dissemination activities for immediate repurpose in courses and programmes and on institutional VLEs or Cloud as a complete provision;

➢ Institutional customisation of individual learning resources possible 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 generic concept acquisition of the underlying principles of feedback and feed forward embedded within curriculum;

➢ Use of the Learner Journey on mobile phones (http://glomaker.wetpaint.com/page/Mobile+GLOs).

Team

➢ 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.

➢ 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

Lessons learned:

Project

➢ 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

Team

➢ 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.

Section Six: 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 a 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) 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

Section Seven: Dissemination

Dissemination workshops

Conference papers and Journal articles

Project wiki

Dissemination through JISC & HEA networks

Section Eight: Risks, Issues and Challenges

Section Nine: Collaboration and Support

Our JISC programme manager supports the project team.

Our Critical Friend has been available throughout the duration of the project.

An HEA dissemination event for the ALLE project sparked the environment for a FfIL project, which they have endorsed and supported from the get go.

The NUS have endorsed the project with enthusiasm.

Section Ten: Financial Statement

Please see below

Section Eleven: Next Steps

Complete data analysis of user feedback

Review and revisions of Learner materials in the light of the findings from data analysis.

Production of final learner materials

Project evaluation with critical friend

Further f2f dissemination events

Extensive on-line dissemination in particular with HEA and HEDG

Project final report

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 May 2012-May2013	Period 1 (May 2012-– January 20113)	Year Feb 2013-May2013	Interim TOTAL £
3x1 temp student team members UWL and University of Bristol		£2993.72	£	£2993.72
1 x temp student team Developer/Technical support for dissemination materials -		£1142.93	£	£1142.93
Non-Staff				
Travel and expenses Project meetings National conference		£ 38.50	£	£ 38.50
Dissemination:		£	£	£4175.15

Checklist:

Before you return this report:

☐   YES   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

☐   N/A   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.