



Project Document Cover Sheet

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Partner Institutions	Birkbeck College , University of London Institute of Education (IoE) , University of London London School of Hygiene & Tropical Medicine (LSHTM) , University of London School of Oriental and African Studies (SOAS) , University of London School of Pharmacy (SoP) , University of London		
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Project Plan for APT STAIRS: Appropriate & Practical Technologies for Students, Teachers, Administrators and Researchers

Overview of Project

1. Background

Next generation web technologies and practices present exciting opportunities to enrich teaching, learning and research in Higher and Further Education (HE and FE). However, this potential has not been fully realised beyond those users known as the "early adopters". To get the majority of users "signed up" to using these innovative technologies effectively there is a need for a more user focussed approach to their implementation. This should lead to the development of more Appropriate and Practical Technologies (APT) which all users are sufficiently competent and confident to adopt in their working practices.

Although the opportunities offered by technology have grown significantly, the average lecturer or researcher in Higher Education has often struggled to keep up with these developments. As a result they have not been able to make the most of the new potential that these technologies offer. Meanwhile the learners, identified as "digital natives" by Marc Prensky (2001), are now often fully conversant with the social and gaming applications of technology. However, their confident use of the technology, including multi-tasking, flexible and independent working, often does not sit comfortably with the lecturer's more limited technical abilities. Clearly, this can result in a "mismatch" in approaches to using new technologies between the different stakeholders reducing the benefit that could be derived from effective use of Web 2.0 and other technologies.

One significant feature of recent web based tools is their ability to bring different users together through collaborative working practices. Franklin and van Harmelen (2007), stress the value of group work, social constructivism (knowledge created through social interactions) and constructionism (constructing a public entity) in developing effective teaching and learning environments. This raises the prospect that tools new tools such as wikis and collaborative documents (GoogleDocs) could go some way to bridging the perceived technology gap. The APT project seeks to exploit this opportunity by identifying simple tools which can be used and shared by all stakeholders irrespective of their skills or confidence.

While it is important to focus on the interest of main stakeholders in a technological innovation adoption process, it is also crucial not to lose sight of institutional and organisational factors. Damanpour (1991) highlights the need for a multi-dimensional approach that includes individual and organisational influences since policies such as e-learning strategies as well as general infrastructure and support issues may require additional organisational changes to support innovation in a sustainable way. This is particularly important in the BLE consortium setting of this APT project, where multiple institutions need to make their own decisions and changes in order to embrace innovation, on technological and personal levels.

The APT project therefore will support the identification, testing, refinement and implementation of new collaborative technologies to create a "common ground" where users with different skills can work together online. The project will in particular focus on the use of Google Docs and other online document creation tools as these are seen to be sufficiently appropriate and practical to ensure uptake and adoption across the partner institutions.

2. Aims and Objectives

2.1 Aims

The overall aim of the project is to address how to bridge the technological gap between different user groups experience in the adoption of Web 2.0 tools. It will do this by using the Users and Innovation Development Model (UIDM) to assist in identifying appropriate technologies that address the collective needs of key stakeholders.

2.2 Objectives

The following five objectives are planned to address the aim of this project:

- **Research** – deriving a comprehensive overview of existing practice and the impact of new technologies across all the partner institutions;
- **Development** – adapting existing collaborative web technologies to ensure they meet the needs of key project stakeholders;
- **Implementation** – introducing and trialling the use of collaborative online tools in a range of different HE scenarios;
- **Evaluation** – using established JISC procedures to monitor the impact, benefits and lessons learnt during the project;
- **Dissemination** – making the results of the research and development available both internally and to a wider external audience.

3. Overall Approach

3.1 Methodology

The project consists of five principle phases – research, development, implementation, evaluation and evaluation. These are derived from the Users and Innovation Development Model (UIDM) and are intended to ensure a rapid and agile development process in the relatively short project time scale. The specific tasks involved in each of these aspects of the project are detailed below:

3.1.1 Background research

This involves an initial cross institutional online questionnaire survey of both staff and students. This will be designed to measure the types of technology currently being used by different stakeholder groups. Previous experience with GoogleDocs at the London Knowledge Lab, RVC and the SoP will also be compiled involving an analysis of logged usage data and user accounts including a small number of interviews with users. This retrospective analysis will serve to establish a basic usage pattern and to identify common benefits, drawbacks, pitfalls and opportunities, in order to inform and provide initial guidelines for the project demonstrator pilots. The analysis will also help to frame technological requirements and skill levels of users who will be involved in the demonstrator pilots. This research work will be completed by the end of May 2008.

3.1.2 Technological development

The principle intention of the APT project is to use existing technologies such as Google Docs rather than to develop anything new. However, there is a real need to integrate these tools into existing institutional systems such as College VLEs to ensure that they are easily accessible to students and staff. This technical development will be informed by the requirements of users identified in the initial research. However, one aspect that is already planned will be providing the passing of authentication/authorisation credentials to and from Blackboard and Google Documents. This work will be undertaken by the Technology Lead with assistance from Google and the wider Google Community.

The developments are planned to be agile in practice by being informed by the user initiative as defined in the UIDM. The first alpha phase of this development will be completed by June 2008.

3.1.3 Demonstrator pilots

The project has already selected 6 demonstrator pilots distributed evenly between the Colleges and covering a range of different stakeholder groups. Each pilot has formulated a set of requirements which they feel can be addressed by collaborative approaches. The Project Officer (PO) will be responsible for working with these demonstrators to see how the research lessons and technology developments can best be fashioned to suit the needs of the demonstrator. The demonstrator leaders and any other staff or students will receive training and support from the Project Officer. These demonstrators are likely to run for no longer than one month each and will take place at various stages during 2008 fitting in with users' existing commitments.

3.1.4 Pedagogical evaluation

Pedagogical evaluation of the project will be based around an evaluation framework drawn up by the Research and Pedagogy Leads. The framework will focus on the three themes Functionality, Management, and Experience, which will supply a format for feeding back to the technological developers while capturing individual perceptions, appropriateness of the technology and effectiveness of its use in each of the relevant contexts. The framework has to be flexible enough to allow exploration of the purposes of the new technology, and it must be robust enough to provide a clear technical set of specifications for the developers and to document the impact learnt from each demonstrator pilot so that the findings can inform subsequent applications.

3.1.5 Dissemination of experience

Dissemination within the Bloomsbury Colleges will take place through structured approaches such as showcase workshops, BLE newsletters and training events. It is also planned to encourage dissemination projects to take the initiative to promote their successes to their colleagues and other institutions by word of mouth. On a national level the Project Officer will be responsible for publicizing the project on the APT web site, blog and at conferences. Research findings from the project experience will also be presented at conferences including ALT 2008.

3.2 Important Issues

The project will address four key issues, namely:

- Identifying existing constraints to the collaborative use of web 2.0 technologies
 - identifying current practices in use across the institutions
 - producing an audit of existing technologies in use and an evaluation of their relative impact and benefits
 - working with stakeholders to select areas where collaborative technologies could enhance existing approaches
- Developing appropriate and practical technical solutions to harness the new opportunities offered by collaborative tools
 - identifying appropriate technologies (Google Docs, wikis, blogs) that could be of value in different settings including undergraduate and postgraduate teaching, research groups and project administration
 - working with colleagues in the wider developer community to build on existing experience in the adaption of web 2.0 technologies

- creating a new API interface between Google Apps and other collaborative tools linking them to a VLE
- Embedding the use of collaborative technologies in a range of different institutional settings
 - working with practitioners (staff and students) to trial new technologies and interfaces in a range of different teaching, research and administrative settings
 - documenting practical approaches to effective implementation of these approaches based on examples of good practice
 - developing strategies for wider implementation and embedding of demonstrator examples across partner institutions
- Empowering staff and students to exploit the true potential of web 2.0 technologies in their teaching and learning
 - offering students a range of tools to support and enhance their learning
 - providing lecturers with different models of how they might use appropriate and practical technologies to support their teaching
 - providing guidance to research active staff and students in the use of web 2.0 tools to enable new collaborative working practices
 - providing administrative staff with examples of how collaborative technologies can be used to increase the efficiency and quality of their working practices

3.3 Scope and Boundaries

The project will work across the six Bloomsbury Colleges (Birkbeck, IoE, LSHTM, RVC, SOAS and SoP) and will work with the following four key stakeholder groups:

- **Students** – including undergraduate and postgraduate, part time, distance learners and outreach to schools students
- **Teachers** – comprising academics with a range of technical abilities and diverse disciplines
- **Administrators** – including technical and programme staff supporting research and teaching activities
- **Researchers** – consisting of research active staff often with an additional teaching commitment who are collaborating with internal and external partners.

Whilst there is a wide range of pedagogical and technological approaches to collaborative learning, this project will concentrate on technologies that can be termed appropriate and practical and in particular freely available tools such as GoogleDocs and wikis. The fact that all six Colleges use Blackboard as their common VLE will inevitably mean that technical developments will have to explore interfaces with Blackboard as well as open source solutions.

3.4 Critical success factors

The critical success factors vary, depending upon which stakeholders are being considered.

- For students and staff, an improved teaching and learning environment that is both appropriate and practical do continue with after the close of the project would be a success.

- For each of the Bloomsbury Colleges, an insight into current practices in using web 2.0 technologies and an identification and investigation of successful and unsuccessful use cases for collaborative tools, especially if spread beyond the scope of the initial demonstrator teams would prove a success.
- For JISC and HE, publication of findings and use cases plus the development of a plug-in to Blackboard that allowed authorisation and authentication to GoogleDocs would be seen as a success.
- For Google, a modest up-take of Google technologies by the Bloomsbury Consortium would almost certainly be considered a success.

4. Project Outputs

The project will deliver the following specific outputs:

- Collection, analysis and publication of cross institutional survey data on the existing use of new web technologies by staff and students;
- Completing and documenting at least five technical demonstrators providing well evaluated examples of using the UIDM in collaborative learning;
- Running a cross-institutional academic-led APT showcase to demonstrate the potential of APT approaches to a wider academic audience;
- Organising a learner focused APT event to involve users in developing and refining appropriate technologies;
- Hosting a final open project workshop to present project experience to the wider JISC and HE/FE community;
- Creating and distribution of quarterly e-newsletters, publicity material and practical guides for APT Users;
- Submitting a paper on lessons learnt with APT project demonstrators at ALT-C (Sept 09);
- Creating a project web site and blog which will include comprehensive documentation on project development, lessons learnt, case studies and user guides;
- Submitting a paper to ALT-J on the APT approach to collaborative online learning;

In addition it is envisaged that there will be a range of less tangible outputs based on the experience gained during the project including:

- Developing examples of how newcomers to web 2.0 can make use of innovative approaches to pedagogy
- Raising institutional awareness of the potential future impact of web 2.0 technologies on traditional academic practice
- Helping students develop new collaborative skills in their approach to study
- Developing new relationships with software giants such as Google
- Understanding the issues involved in running a cross-institutional project between small and diverse Colleges

5. Project Outcomes

The outcomes of this project will include:

Outcome	Impact	Change
Students, Teachers, Administrators and Researchers are empowered to work and support each other using appropriate and practical technologies to bridge the "gap".	Users build their technical competence and confidence by working together online and sharing experience in the use of emerging collaborative technologies to support learning.	Users become confident in use of web 2.0 technologies and the competency gap between various stakeholders is bridged.
Academics within partner institutions working with new web technologies to support group directed learning, formative feedback, peer assessment, and collaborative learning.	Encouraging academics to take the next step in using online tools to enhance their teaching practices.	Academics have more confidence in working with e-learning to support their teaching.
Students within partner institutions extend their use of web 2.0 technologies from social networking to the adoption of peer to peer and collaborative approaches to study.	Expanding the awareness of learners about how they can use the web to support their learning and encouraging them to explore, assess and adopt approaches that they feel suit their personal learning style.	Students become more confident, adept and adventurous working online and are prepared to explore new modalities for collaborative learning with peers, tutors and lecturers.
Researchers and administrators in partner institutions start employing collaborative techniques to work with colleagues and partners remotely.	Better understanding of how research working practices can become more efficient, enjoyable and inclusive using collaborative tools.	Research staff start to create new ways of collaborating including working with partners across remote institutions.
Institutions move beyond the PowerPoint and VLE model of e-learning to more progressive use of technologies such as Google Apps, wikis and blogs.	Increased familiarity and confidence in use of emerging technologies by both lecturers and learners.	Transformation of practice and curriculum to include new technologies.
Evidence-based feedback by both lecturers and learners on the effectiveness of online collaborative approaches to support teaching and learning.	Building knowledge and understanding on effectiveness of online collaborative approaches to support teaching and learning.	A more learner-centred and personalised focus on self-reflection, self-assessment, formative feedback, and collaborative learning.

Outcome	Impact	Change
Identification of technical and organizational issues relating to the use of collaborative learning.	Knowledge and experience gained in use of audio by lecturers and learners.	Improved and more efficient systems and support in place to enable use of audio in teaching and learning.
Application of the UIDM to support rapid development of e-learning tools.	A clearer understanding of how the UIDM can support development projects.	A refinement of the UIDM with respect to multi stakeholder development projects.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
JISC	Project funder – interested in successful delivery of outcomes	High
RVC	Project Lead and Demonstrator - interested in successful delivery of the project	High
Birkbeck	Project lead for Technology and Demonstrator	High
IOE	Project Lead for Pedagogy and Demonstrator	High
LSHTM	Demonstrator	High
SOAS	Demonstrator	High
SOP	Demonstrator	High
Google	Use of Google Apps in HE	Medium
Education community	Collaborative learning	Medium
BLE Steering Group	Advisory Group to the project	Medium
Emerge Cluster Group 4 (Web2.0 platforms for learning, teaching and skills development)	Providing support and advice to the project	Medium

7. Risk Analysis

The key risks associated with this proposal are indicated in the table below alongside the respective mitigating actions that would need to be carried out. 1 = low, 5 = high.

Risk	Probability (1-5)	Severity (1-5)	Impact (PxS)	Mitigating actions to prevent, reduce or manage risk
Staffing (problems associated with staff leaving)	1	4	4	Most members of the APT team are already employed by the Bloomsbury Colleges and only one post will be recruited. Expertise will be shared across the team and work will be documented to ensure knowledge is not lost.
Organisation (timescales, demonstrators, milestone, budget)	2	3	6	Open, transparent and clear project management, clear and achievable project plan with objectives. Use of shared documents. Buy-in from senior managers. Rigorous and continuous evaluation.
Technical (problems with infrastructure)	1	2	2	Resilient technical infrastructure. High-level IT support. Buy-in from IT Managers and close involvement of IT staff.
External suppliers	1	5	5	Unlikely due to commitment of Google to Google Docs and the company's growth and stability
Legal	1	2	2	Clear open source licensing

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8. Standards

Authentication/Authorisation Layer	LDAP, FAM (Shibboleth), OpenID
Transport Layer	SOAP, ReST, WSDL, WADL, OSID
Object Layer	Atom Publishing Protocol, GData

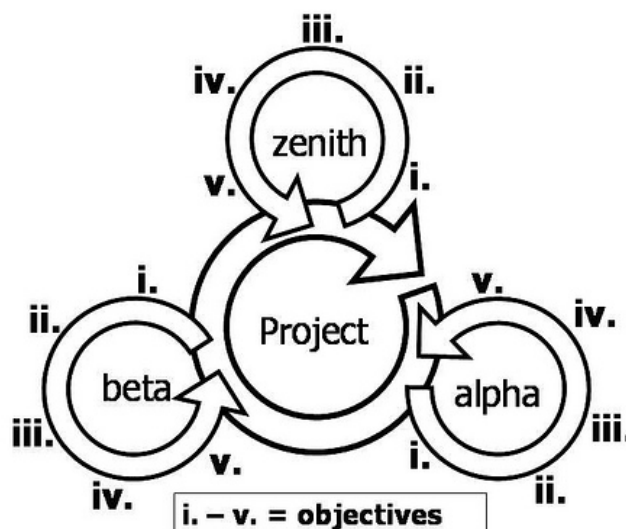
As this is a user-led project, the use of standards will be dictated by the applicability to the user requirements. The above represents the projects standards that will be addressed to enable use of Google Docs within the Bloomsbury Learning Environment. For example in the case of AuthN/AuthZ the use of a lightweight protocol such OpenID might be the most direct means of users accessing collaborative documents; however, users might be more engaged with the collaboration process if the document is delivered via the Bloomsbury Blackboard VLE platform (SOAP). Obviously the user need will dictate the requirements of standards use.

Overall, the project will attempt to use a lightweight approach when possible (ReST), however due to legacy system integration, often heavyweight standards will be required (WS*). In addition, when bridging lightweight and heavyweight protocols hybrid API wrappers such as OSID could also be implemented. In the case of Google Docs, their use of the ATOM Publishing Protocol (GData) will be used as a well defined service to transport objects from their platform to other platforms (institutional and lifelong learning).

All documentation and reports will be published under a Creative Commons license. Any code will be published as an Open Source BSD license.

9. Technical Development

The technical development within the APT project will follow a 'rapid prototyping model' of "**right – rapid – rough**" as used by the IDEO design company (see book: *The Art of Innovation* by Tom Kelley). The motto of this design principle is: "Fail early in order to succeed sooner". With this "quick and dirty" development process in place, the development team can move back and forth between the users and prototypes to reveal "quick wins" that can then be incorporated into the design process so that new prototypes can be revealed for users to try (and break again). While this cyclical back and forth process could go on indefinitely, the APT project will be using a three part iterative release process that is a hybrid of the "New Product Development" model and "Software Release Lifecycle" model:



This development model (alpha -> beta -> zenith ->) will prototype its way to a final release (version 1.0). The emphasis in this model is upon first creating a prototype tool that will work in the real world the **right** way (alpha); and then to test this tool as thoroughly as if it were the final product but with minimal drain on resources **rapidly**. By understanding this tool in its pragmatic usage a second iteration and development process can occur (beta), where the tool can be scaled up to achieve better functionality and usability but without its finished sheen – **rough**. The final prototype must reach a definitive release stage as a web worthy product (zenith) this cyclical development model will assure either a definitive product release unto the HE/FE community or a realisation of failure and return to the drawing board (alpha). This project will look to disseminate both its failures and successes to the JISC community so that other projects might benefit. Throughout each cycle the project objectives are reviewed to assure overall aim.

10. Intellectual Property Rights

The intellectual property rights of materials used in the project by both partners or any participants will remain vested with the original copyright holder although the materials may be used within the project with the consent of the copyright holder. The copyright of any materials developed as part of the project will comply with JISC legal requirements. The project partner responsible for creating the materials will own and be responsible for the IPR and copyright but will be expected to make it freely available for use by other partners within the project and by agreement to external partners too. These materials will be made available to the sector where possible under a Creative Commons licence and in agreement with the copyright owner will be made available, free at the point of use, to the UK HE and FE community in perpetuity. The project team will consult the JISC programme manager or appropriate service (e.g. JISC Legal) for advice when required throughout the project.

Project Resources

11. Project Partners

Partner	Role	Contact
Birkbeck College	Demonstrator and Lead for Technology	David Flanders, d.flanders@bbk.ac.uk
Institute of Education	Demonstrator and Lead for Pedagogy	Tim Neumann, t.neumann@ioe.ac.uk
London School of Hygiene & Tropical Medicine	Demonstrator	Trevor Manning, trevor.manning@lshtm.ac.uk
Royal Veterinary College	Demonstrator and Lead institution	Sarah Sherman, s.sherman@bloomsbury.ac.uk
LIVE CETL, Royal Veterinary College	Lead for Research	Kim Whittlestone, kwhittlestone@rvc.ac.uk
School of Pharmacy	Demonstrator	David West, david.west@pharmacy.ac.uk
SOAS	Demonstrator	Desmond Thomas, dt27@soas.ac.uk
PLaNet Project	Adviser for the use of Google Docs for research groups and Google Docs API integration	Yishay Mor, y.mor@ioe.ac.uk Janet Finlay, j.finlay@leedsmet.ac.uk
Google	Adviser for GoogleApps development	Samantha Peter, samp@google.com
U&I Cluster Group	Providing advice and	

	vehicle for dissemination	
Emerge Community	Providing advice and vehicle for dissemination	George Roberts, groberts@brookes.ac.uk

A consortium agreement will be signed and submitted to the JISC Programme Manager by 31st March.

12. Project Management

12.1 The Project Team

The APT STAIRS Project will be managed by Sarah Sherman using the JISC Project Management Guidelines (http://www.jisc.ac.uk/proj_manguide). Sarah will be responsible for management of all project activities and ensuring timely delivery of the project Workpackages. The APT project has also identified three specific advisers who will coordinate research (Kim Whittlestone), technical development (David Flanders) and pedagogy (Tim Neumann). A Project Officer will be appointed in March 2008, who will liaise with all the demonstrators. Nick Short as the Project Director will be directly accountable to JISC for project finances and management.

The Project Team will make use of Google Apps and Skype to assist in managing and coordinating the project. For example, working documents will be created collaboratively using Google Docs; documents will be stored and made accessible via Google Groups and Google Calendar will be used to schedule project meetings. This use of a collaborative virtual working space will provide new opportunities for project management across a busy consortium. An external project website, including a project blog, will be developed and maintained by the team. The Project Team will meet fortnightly, alternating between Skype and face-to-face, to discuss and review progress and developments.

Project Team Contacts

Name	College	Role	Contact
Sarah Sherman	RVC	Project Manager	s.sherman@bloomsbury.ac.uk
Nick Short	RVC	Project Director	nshort@rvc.ac.uk
Tim Neumann	IOE	Lead for Pedagogy	t.neumann@ioe.ac.uk
Kim Whittlestone	RVC	Lead for Research	kwhittlestone@rvc.ac.uk
David Flanders	BBK	Lead for Technology	d.flanders@bbk.ac.uk
tbc	RVC	Project Officer	tbc

12.2 The Advisory Group

The APT STAIRS Project will be managed by an existing advisory group comprising representatives of each of the six Bloomsbury Colleges and the RVC LIVE CETL. This group, the BLE Pedagogy Group, has already worked closely together for several years working with the Bloomsbury Learning Environment (BLE) and recently in the original JISC EMERGE community. The advisory group reports directly to the BLE Steering Group, which will act as the project steering group. Membership of this group includes senior representation from each of the Colleges. Sarah Sherman will report to the Advisory and Steering Groups on a monthly basis at face-to-face meetings

13. Programme Support

The APT STAIRS Project Team will look to JISC for support through the programme management framework and for the collaborative approach adopted by other

participants in their Project Cluster Group and the Emerge Community. Areas where support will be particularly appreciated include:

- Making connections with projects in other programmes, in areas outside of e-learning and e-pedagogy, e.g. the Digitisation Programme
- Providing contact with developers of JISC-funded tools
- Providing support and guidance on best-practice for evaluation through Glenaffric
- Being informed about high-level discussions with Google and other similar companies
- Providing further support on the e-framework

14. Budget

The budget for the APT STAIRS Project is included as Appendix A. It remains relatively unchanged from the budget sent to JISC in December 2007.

Detailed Project Planning

15. Workpackages

The Workpackages for the APT STAIRS Project are included as Appendix B.

16. Evaluation Plan

The APT STAIRS will use a Grounded Theory approach described by Glaser (1998) to evaluate the project through observation, focus groups and appreciative inquiry interviews. This will allow the capture of relevant data and refinement of activities to address the complexities of the project social environment. It will also support the development of case studies and guidelines for good practice. This approach will allow the project staff to learn from unforeseen findings from each demonstrator and feed these into the subsequent demonstrators as the project progresses. Evaluation reporting and planning will follow the guidelines provided by JISC Evaluation Handbook "6 Steps to Effective Evaluation". The initial evaluation questions, indicators and methods of collection are tabulated below.

Evaluation Questions	Indicators	Baseline	Source of information	Collection method	Schedule
<i>What do you want to know?</i>	<i>How will you know?</i>	<i>What is the situation prior to any activity?</i>	<i>Where can this data be obtained?</i>	<i>How will the data be gathered?</i>	<i>When, where and who will gather the data?</i>
How willing are staff to take the first step? What are their incentives/hooks and what support do they need? What did they learn and what other issues arose?	Enthusiasm and engagement with the process or reasons not to take part.	Only enthusiasts involved.	Staff	AI Interview of those involved (email all college staff to baseline collaborative tools for teaching) Observation of demonstrators	Prior to finalisation of demonstrator, each college, PO+RO During demonstrator, each college, PO+RO
How willing are students to work collaboratively? What are their incentives/hooks and what support	Enthusiasm and engagement with the process (bums on seats + attitudes)	Collaborative tools used only for communication and social activities.	Students	Email students to baseline collaborative tools for learning Observation of demonstrators	Before demonstrators start, each college, PO

Evaluation Questions	Indicators	Baseline	Source of information	Collection method	Schedule
do they need? What did they learn and what other issues arose?				Focus group	During and after demonstrator, each college, PO+RO
What are the technical limitations / drawbacks? What functionalities are missing for staff / for students?	Problems setting up or running demonstrator	If using Bb - compare issues Existing known issues with Google docs and other collaborative tools	APT Project team experience to date Pre-demonstrator trials by other users Staff + Students	GoogleDoc of issues encountered Interview with users Observation/Interview/focus group/Email	Before demonstrators start, APT Project team 20.02.08, LKL, RO+PS During and after demonstrators
What is the organisational impact? How do outcomes from the demonstrator get disseminated across and beyond the institution?	Do any other staff or students request to be involved in the project? How aware are senior management of the project?	N/A	Staff + Students	Email/phone call	1-2 months after the demonstrator
In the longer term, how might participants be affected by their involvement in the	Intention of staff or students to continue using these techniques	Intention before the project	Staff + Students	Email/phone call	1-2 months after the demonstrator

Evaluation Questions	Indicators	Baseline	Source of information	Collection method	Schedule
project?	Change in attitude towards use of technology?	Attitude before the project			
What are the ethical / legal issues for those involved?	Asking staff and students about equal opportunities, copyright and any issues of concern (sharing docs with the wider world). Extracting issues of concern	Difficult to tell - breaking new ground but compare with institutional system (eg Bb)	Staff + Students Literature - for example Franklin & van Harmelen (2007) JISC Community	Interview/focus group/discussions online	Before and after demonstrator

Key

- PO = Project Officer (to be appointed)
- RO = Research Officer (KDW)
- PS = Pedagogy Support (TN)
- AI = Appreciative Inquiry

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17. Quality Plan

The APT project can be divided into four distinct phases mirroring the processes described by the UIDM. Phase 1 involves collection of baseline data on existing practice, Phase 2 covers technology development, Phase 3 is the piloting of these new tools and finally Phase 4 covers the evaluation and dissemination of lessons learnt. These four phases will inevitably overlap in some cases. The user driven approach that has been adopted by the project means that it is difficult to predict how the demonstrators will influence the technical developments and so this introduces some uncertainty into the QA process.

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
Phase 1	Survey technique and data analysis delivered with scientific rigour	Review of research results by Project Team	Documentation of results and publication in peer reviewed journal	Project Director and Leads for Pedagogy and Evaluation
Phase 2	Software development and interfaces are fit for purpose	Testing by Project Team and review by pilot users	Reports of user feedback experience	Project Director and Lead for Technology and Pedagogy
Phase 3	Effective training and technical support for pilot users	Observation and feedback from demonstrators	Report of users feedback	Project Director and Leads for Pedagogy and Evaluation
Phase 4	Usability of new systems by demonstrators and wider user group	Evaluation of level and extent of usage	Evaluation reports and final report.	Project Director and Leads for Pedagogy and Evaluation

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Mar 2008	Development of a dedicated project website, blog and e-newsletter	All stakeholders and others interested in project focus	Summarise project activities and provide update on new development	This is what the project is trying to achieve and this is how it is trying to do it
Feb 2009	Running a cross institutional academic led e-learning showcase	Students, Teachers, Administrators and Researchers	Promote lessons learnt from demonstrators	Collaboration in teaching and research does work
Sept 2009	Presenting at ALT-C (Sept 09) on the results of the APT project	Researchers, Managers, Practitioners and Policy Makers	Involve wider HE and FE audience in the work of the APT project	Using collaborative document can help bridge the technology gap
May 2009	Running a student learner focused e-learning showcase	Students and Technologists	Learning from the learners and involving them in ownership of APT approaches	Future developments need to be driven as much by the learner as the teacher
April 2009	Running an open workshop for external HE and FE staff	Teachers, Administrators and Researchers	To disseminate experience to other HE and FE centres	These technologies are transferable and replicable in different settings

Dec 2008	Writing a paper for ALT J on the use of Google Docs for collaborative learning	Researchers, Managers, Practitioners and Policy Makers	Publish the research finding of the project	The importance of a UIDM approach to respond to the technology needs of users
Ongoing	Working with the JISC RSC London to involve more London FE and HE partners	Other London HE and FE institutions	Extend the outreach of the project and encourage new partnerships	Lessons learnt in the smaller Bloomsbury Colleges have a relevance to others too
Ongoing	Active engagement in the Google Community to share technical experience	Google Educational User and Development Groups	Share experience of technical development and examples of good practice	Everybody can benefit from working together on these educational initiatives
Ongoing	Continuing commitment to the EMERGE community and involvement in pilots	EMERGE members and clusters	Feedback to the EMERGE community on the project outputs and how the UIDM has worked	EMERGE network has a relevance in promoting Users and Innovation approaches

19. Exit and Sustainability Plans

19.1 Exit Plan

Project Outputs	Action for Take-up & Embedding	Action for Exit
Project website	Maintain link from main JISC website and all College sites. Project website will be maintained for 3 years beyond end of project	Project manager to ensure all relevant information, outputs and links are up to date and have a post project relevance
Demonstrators	Demonstrator results published on APT Project website and updates provided via blog	Project manager to ensure all demonstrators are published on APT project website
Project reports	Copies circulated to interested parties; promote through conferences, mailing lists and JISC website.	Project manager to ensure project reports are widely circulated
Research reports	Published on project website and in scientific journal	Project manager to ensure all research findings are published
Training and support resources	All manuals, videos, podcasts and other training resources will be made available electronically from project web site.	Project manager to ensure all resources are published electronically
Software code	All code and technical specifications will be made freely available for download from the Project web site	Project manager to ensure all software code is made available from web site

19.2 Sustainability Plan

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
New institutional working practices	Project demonstrates their value to community	Ongoing support from BLE staff (including project manager) for collaborative approaches	Ensuring sufficient staff resource to maintain support
Project reports	Provide valuable research and evaluation data	Made available through VLE and Bloomsbury Intranet	Ongoing support
Google APIs and other technical developments	Become embedded within existing learning systems	Further technical refinement with support from commercial and Open Source community	Ongoing maintenance