


Cover Sheet for Proposals (All sections must be completed)			
Name of Capital Programme: Users and Innovation			
Next Generation Technologies and Practice Phase 2 Please tick ONE BOX ONLY, as appropriate			
<input checked="" type="checkbox"/>		a) Small-scale pilots	
<input type="checkbox"/>		b) Large-scale institutional demonstrators	
Name of Lead Institution: Swansea Institute of Higher Education			
Name of Proposed Project: eTutor (Education Through Ubiquitous Technologies and Online Resources)			
Name(s) of Project Partner(s): The University of Glamorgan, Coleg Sir Gâr, The Open University			
Full Contact Details for Primary Contact: Name: Professor Tony Toole Position: Project Manager Email: tony.toole@e-college.ac Address: c/o Commercial Services Swansea Institute of Higher Education Mount Pleasant Swansea SA1 6ED Tel: 07966 627998 Fax: 01792 481085			
Length of Project: 15 months			
Project Start Date: 1 st January 2008		Project End Date: 31 st March 2009	
Total Funding Requested from JISC: £50,000			
Funding Broken Down over Financial Years (Apr–Mar):			
Apr07 – Mar08		Apr08 – Mar09	
£10,005		£39,995	
Total Institutional Contributions: £15,453			
Outline Project Description The broad aim of the eTutor project is to explore the possibility of creating an effective on-line learning environment from currently available Web 2.0 services and social networking software, and to use this environment to deliver quality assured learning modules using existing on-line content and resources. The project objectives are to: <ul style="list-style-type: none"> • Apply the principles of the <i>e-Framework</i> to create a learning environment, using freely available software tools, based on user needs and specified collaboratively by learners and their on-line tutors. • Develop two quality assured modules of higher level on-line learning using content and resources sourced from the Internet and based on <i>discovery learning</i> within a social constructivist pedagogic approach. 			

- Pilot the module(s) with learners as part of a validated on-line HE programme and evaluate the experiences of both learners and tutors in a real institutional and social community context.
- Draw conclusions about the current ability to create an effective service-oriented open-source on-line learning environment and to deliver a quality assured learning experience using freely available content and resources.

It is not anticipated that the software tools currently available will fully provide the rich, interactive and user-friendly interface needed for effective on-line learning. Equally, the largely unstructured way resources and potential content is available on the web at present is unlikely to make the design of a high quality, coherent and consistent learning experience easy.

However, the purpose of the eTutor project is to assess the validity of this approach to e-learning in the context of next generation technologies and practices. It is really intended to contribute to the debate between developers and practitioners how emergent technologies might shape the future of education.

I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES √	NO
I have read the Circular & associated Terms & Conditions of Grant at Appendix B (Tick Box)	YES √	NO

JISC Capital Programme: Users and Innovation

Next Generation Technologies and Practices Phase 2

Lead Institution: Swansea Institute of Higher Education

Name of Project: eTutor (Education Through Ubiquitous Technologies and On-line Resources)

Project Partners: University of Glamorgan, Coleg Sir Gâr, The Open University

1. Introduction

- 1.1. The eTutor project is designed to anticipate next generation technologies and practices in the development of e-Learning and to undertake a small-scale pilot to evaluate the validity of the ideas in the context of current technology usage.
- 1.2. It will specifically address the proposition that the creation of an on-line learning environment and the sourcing of on-line learning content and resources will, in the future, be facilitated through the use of freely available Web services and web-based materials.
- 1.3. Observers have suggested that the availability of ubiquitous mobile technologies and the global resources of the Internet have the potential to transform the current geographically constrained educational systems. There is the possibility that the services developing for the social networking generation, coupled with the knowledge and resource management developments typified by Google, might lead to the position where future learners can choose not to use formal campus-based learning at all to achieve their learning goals.
- 1.4. The eTutor project will evaluate the extent to which on-line services and resources are already available to facilitate such a learner-led learning environment and will contribute to the debate about the future direction of learning technology.
- 1.5. The project will be based on the work of the Wales e-Training Network on-line delivery programme and will run in parallel with the JISC *WALES* project looking at the use of mobile technologies and social networking software in the support of on-line learners.

2. Aim and Objectives

- 2.1. The broad aim of the eTutor project is to explore the possibility of creating an effective on-line learning environment from currently available Web 2.0 services and social networking software, and to use this environment to deliver quality assured learning modules using existing on-line content and resources.
- 2.2. The project objectives are to:
 - Apply the principles of the *e-Framework* to create a learning environment, using freely available software tools, based on user needs and specified collaboratively by learners and their on-line tutors.
 - Develop quality assured modules of higher level on-line learning, in partnership with the learners, using content and resources sourced from the Internet and based on *discovery learning* within a social constructivist pedagogic approach.
 - Pilot the modules with learners as part of a validated on-line HE programme and evaluate the experiences of both learners and tutors in a real institutional and social community context.
 - Draw conclusions about the current ability to create an effective service-oriented open-source on-line learning environment and to deliver a quality assured learning experience using freely available content and resources.
- 2.3. It is not anticipated that the software tools currently available will fully provide the rich, interactive and user-friendly interface needed for effective on-line learning. Equally, the largely unstructured way resources and potential content is available on the web at present will not make the design of a high quality, coherent and consistent learning experience easy.

- 2.4. However, the purpose of the eTutor project is to assess the validity of this approach to e-learning in the context of next generation technologies and practices. It is really intended to contribute to the debate between developers and practitioners how emergent technologies might shape the future of education.

3. The Wales e-Training Network

- 3.1. The project will operate within the broader development of the Wales e-Training Network (WETN), a collaboration between all the HE and FE institutions in Wales developing and delivering e-training solutions for SMEs. The network has been in existence since 2001 and has created a range of validated modular on-line awards from NVQ level 2 through to degree level. Further information can be found at <http://www.etrainingwales.com>.
- 3.2. WETN is currently delivering a Foundation Degree programme to SMEs across Wales. The programme consists of a range of 10 credit modules designed in collaboration with the SMEs themselves to meet their business needs. The modules developed as part of the eTutor project would also be part of the Foundation Degree programme, would meet the same academic quality requirements, and would address real user needs as articulated in the f2f stakeholder needs analyses undertaken with each of the SMEs when they joined the WETN programme. Details of the management processes and stakeholder consultation can be seen at: <http://wetn.pbwiki.com>.
- 3.3. The eTutor project will thus further contribute to the key goals of the of the strategy for the Higher Education sector in Wales *Reaching Higher*, which states:
We want HE to play its part in meeting workforce development needs, utilising e-learning for the purpose effectively.
It also addresses the wish of the Welsh Assembly Government for HE to cross sectoral boundaries and to widen both participation and access in the development of a skilled workforce.

4. e-Framework Agenda for Education and Research

- 4.1. The eTutor project relates directly to the e-Framework agenda in that it is designed to build on existing development projects and initiatives, is based on widespread collaboration across the education sector and is intended to contribute to the developing understanding and effective practice in the use of shared resources and services by the e-learning community of practice.
- 4.2. In particular, the eTutor project will be examining the application of Service Usage Models in achieving its objectives and outputs. It will be evaluating the effectiveness of a top-layer approach to applying SUM principles in defining the functional process requirements of an on-line learning environment that utilises Web 2.0 services, open source and social software, and globally sourced learning content.
- 4.3. The project team is already represented as a user of the e-Framework Community Wiki and intends to maintain close communications between that as a practitioners' resource and the eTutor Wiki, (<http://etutor.pbwiki.com>) the project on-line working environment. A preferred option would be to create a project page on the e-Framework Wiki that is mirrored and updatable from the eTutor Wiki. This means that the page can act as a portal into both sites and each can be updated with developments and information from the other.

5. The User Innovation and Development Model

- 5.1. As noted above, the eTutor project will be integrated into the work of the much larger Wales e-Training Network initiative that is delivering and evaluating modular e-training solutions for SMEs across Wales. It will also run in parallel with the JISC WALES project evaluating the use of social networking software and mobile technologies in the support of on-line learning.
- 5.2. The work of both of these projects has included structured user engagement and evaluation. In particular, the degree of learner choice in the modules they undertake and the support services they elect to use has meant that stage one of the UIDM has been effectively addressed for these services and that stage two is moving to its conclusion and will be complete by the proposed start date for the eTutor project.

- 5.3. User engagement, from the point of view of the learner, has been through a number of information gathering methods. A lot of information is available through the on-line discussion forums that accompany the completion of each of the modules. These give a dynamic picture of how the users are engaging with the on-line environment and its resources and how their needs evolve as their experience grows.
- 5.4. User engagement on the part of the tutor is observed through the same forums and the development and refinement of support approaches can be analysed and the information used to improve practice. Additionally, weekly programme team video conference meetings are held where tutors share issues and information about learners and their progress.
- 5.5. Formal collecting of information about users has been through end of module questionnaires for learners, coupled with semi-structured telephone interviews. Semi-structured f2f meetings are held with tutors (either physically or using Skype) and tutor module reports are submitted.
- 5.6. The eTutor project is therefore well informed of user requirements as it approaches the proposed technical development cycle of stage three in the UIDM. This cycle will implement and test a range of Web 2.0 services and social software products as part of the learner support system. It will also trial and evaluate the methods of collaborating with the learners to identify, source and use on-line learning content.

6. Sustainability and value to the JISC community

- 6.1. The outputs of the eTutor project will be two validated modules on the WETN Foundation Degree programme. This programme is validated by the University of Glamorgan on behalf of the network and is planned to be delivered across Wales, funded through HEFCW and fee income. Sustainability is therefore built into the eTutor project beyond the project period.
- 6.2. Although it is highly innovative, involving a programme team drawing on-line tutors from over 20 institutions across the country, it also conforms to all the academic quality requirements of a conventional degree programme. It has been specifically developed in the context of institutional learning and a key objective is to inform institutional strategy about the future use of educational technology in the social networking age.
- 6.3. It is felt that the project will directly contribute to the objectives of the JISC programme and that the outputs and outcomes, through the service-oriented approach and use of open standards, will be easily taken up and used elsewhere and clearly fits within the e-Framework agenda.

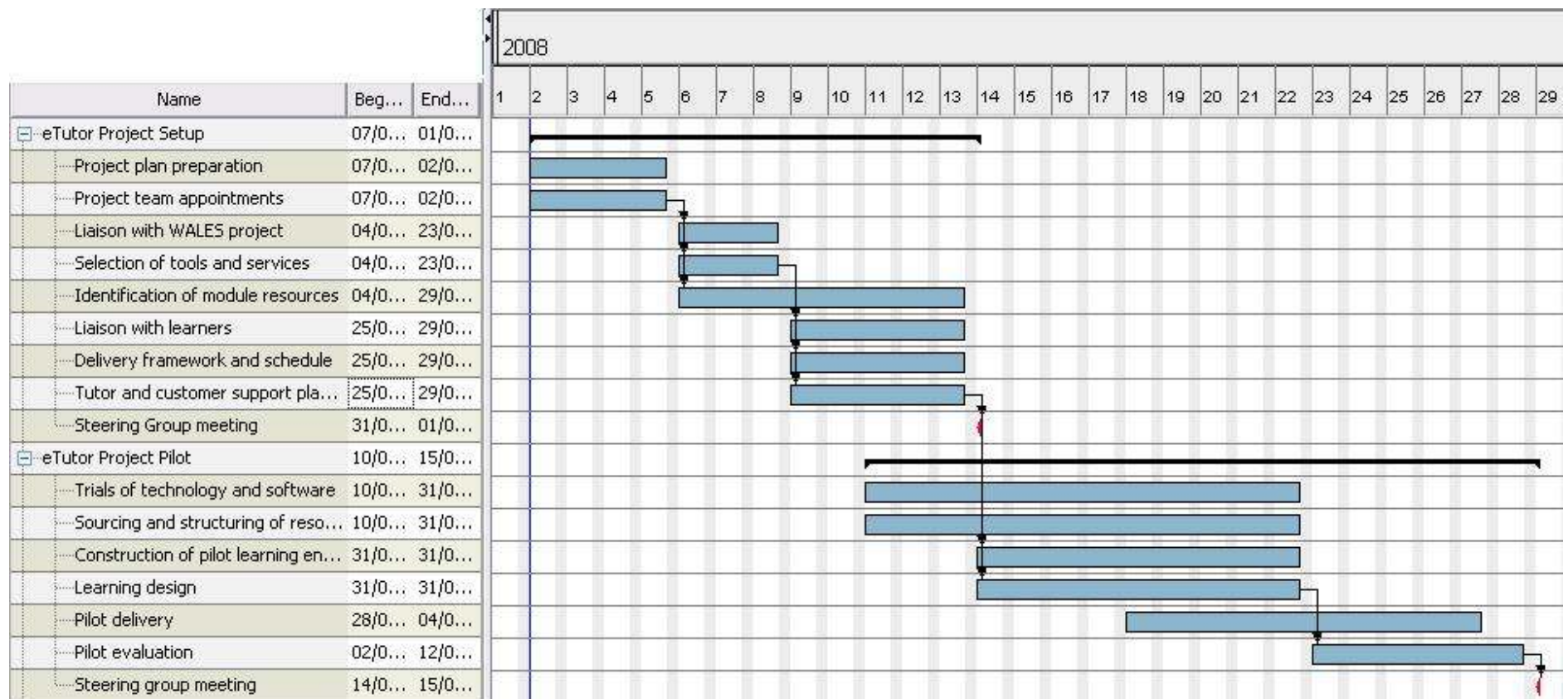
7. Project Workplan

- 7.1. The eTutor project will develop and pilot the delivery of two modules on the Wales e-Training Network Foundation Degree programme. The modules chosen will be new versions of existing modules that have already been developed, delivered and evaluated as part of the WETN project. This will enable an informed comparison of effectiveness.
- 7.2. A small project team will be formed, consisting primarily of a learning technologist and two on-line module developer/tutors, who will work together with learners on the WETN programme to explore the potential of current technologies to deliver such a learning scenario.
- 7.3. The project team will work in collaboration with the WETN project and the WALES HE in FE project, both of which have parallel objectives and will contribute to, as well as benefit from, this initiative.

The team will also work with the Open University OpenLearn team, drawing on their considerable knowledge of the growing global content and resource sharing network, as well as using their on-line video conferencing system, FlashMeeting.

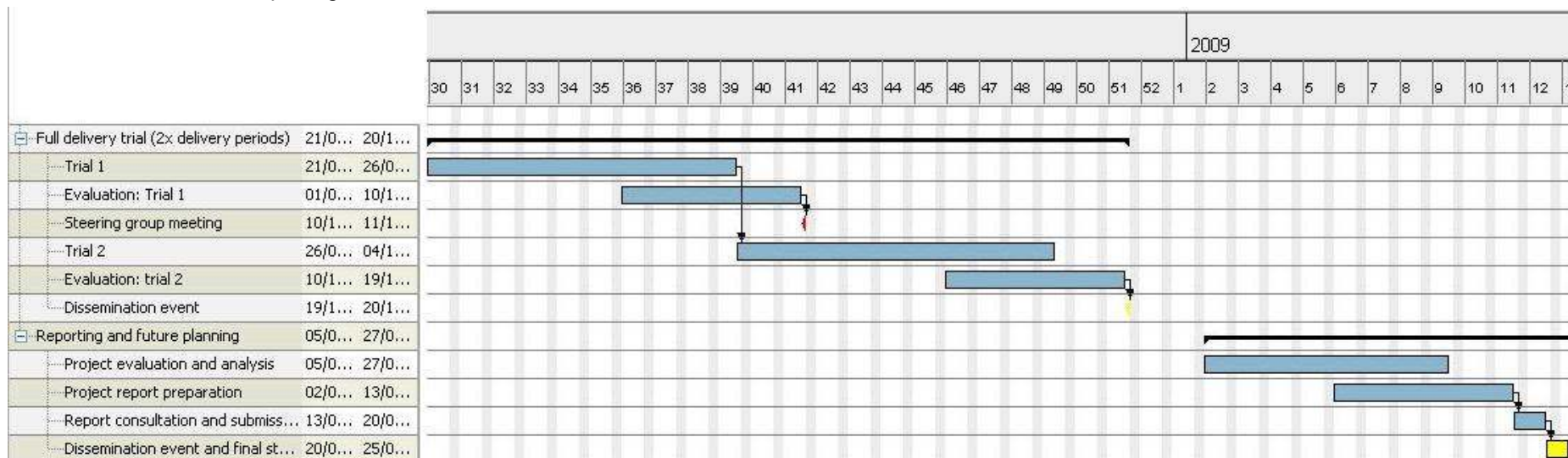
7.4. Project Plan

The project plan is illustrated in the following GANTT charts. Phase one will begin in the second week of January 2008 with a project setup period where the project plan is finalised, the project team appointed and the initial liaison with learners and other key stakeholders undertaken. The educational technologist and module developer/tutors will agree a plan for identifying, trialling and implementing web services and global resources. Liaison with the WETN programme team and the WALES project team will be important in this process, as will be the discussions with learners about their use of web services and techniques for gathering internet-based information and resources. The phase will conclude with a pilot delivery and evaluation of the first module and will represent the first implementation of the UIDM stage 3 processes as well as a revision of stages 1 & 2.



7.5. Phase two will signal the start of two 10 week delivery trials for the two on-line modules. These trials will involve the module tutors supporting the learners in discovery learning techniques to identify resources to help them meet their learning needs. The beginning of the process will be the agreement of detailed learning goals and outcomes. It will also involve a discussion of the web services and communications methods to be used and the formation of a responsibility plan for both the learner and the tutor.

The deliverables will clearly align with steps in the UIDM stage 3 with the deployment of technologies and practices, accompanied by structured evaluation and reporting.



7.6. Project Deliverables and Processes

The project deliverables will be two fully developed, piloted and evaluated modules on the WETN Foundation Degree programme that will be facilitated through freely available web 2.0 services and social software and resourced from web-based materials.

The actual mix of services to be used to create the functionality of the learning environment will be a matter of negotiation between the learners and the tutors, assisted by the educational technologist. However, the core services are expected to be:

- An appropriate web portal. This could be one of a number of web aggregation products that are available that allow mash-ups of different services to be built. The preferred option is a Wiki which is configurable and updatable by learners and tutors as the module progresses. An example is shown at: <http://etutor.pbwiki.com>. The advantage of the Wiki is that it can be used as a dynamic resource repository and link site.

- Asynchronous communications tools. Email and discussion forums will be used for day-to-day learner-tutor communications. A standard threaded discussion forum built into the web portal would be typical, although a Blog could be used if preferred.
- Synchronous communications tools. VoIP and Video oIP will be made available. Typically, Skype could be used for one-to-one and small group voice or video conferencing. The OU FlashMeeting videoconference system would also be available, with the advantage that it is recorded.
- Mobile technologies. IM communications providing alerts of forum postings and other course activities. The ability to exchange sound, graphics and video files will be available.

A key deliverable will be an evaluative report detailing the process through which the mix of services was arrived at and how the different preferences of the learners were accommodated.

7.7. The resources used in the learning process will be identified and accessed using a discovery learning pedagogic approach facilitated by the tutor, but actioned by the learners. Resources will be shared through the web portal and the discussion about learning effectiveness between the learners will be an important aspect.

7.8. A formal evaluation of the modules will be carried out through questionnaires and semi-structured interviews with the learners and the tutors. The evaluation will focus on the effectiveness of the learning experience for the learner and the ability to meet academic quality standards required by the validating body.

It is planned that the latter aspect will be determined by the evidence gathered from the learning activities. The evaluation report will include a comparison with the outcomes of the modules delivered using custom designed content and the Moodle VLE.

7.9. Alignment with the UIDM

Phase one of the project plan shown above aligns with the testing phase at the end of UIDM stage 2 and the Beta testing at the start of stage 3. The pilot delivery of the first module will be used to verify the assumptions made in the original project design, including the user needs analysis, the suitability of the technologies and the effectiveness of the learning process.

Adjustments will be made based on the outcomes of the Beta testing before the main piloting begins in phase two of the project plan when full implementation takes place and the formal evaluation is carried out to complete UIDM stage 3. A level of user satisfaction will be gained from the evaluation and hence some requirements of UIDM stage 4 will be addressed.

8. Project Management

Overall management of the eTutor project will be through a steering group with representatives of the three partner institutions, together with representation from the learner community. The steering group will meet quarterly and will be responsible for all project planning and financial decision making.

8.1. Steering group representation will be:

Chairperson	Kathryn David	Swansea Institute of HE
Project team		
Project Manager	Tony Toole	Swansea Institute of HE
Educational Technologist	James Durkan	University of Glamorgan
Module Tutors (x2)	to be appointed	Partner Institution
Partner Institutions		
University of Glamorgan	Luc Brown	
Coleg Sir Gâr	Dave Howells	
Open University	Andy Lane	
Learners	SME representatives (x2)	

- 8.2. The project will be managed through weekly team meetings using the on-line video-conferencing system used by the WETN and WALES project teams. Weekly action targets will be set for all team members and outcomes reported.

The eTutor project management will be aligned with that of the JISC WALES project led by the University of Glamorgan and also the programme team management of the WETN project. It is felt that the significant synergies between the three initiatives will be mutually beneficial in achieving the outcomes and deliverables.

8.3. Engagement with the Community

The eTutor project will be carried out in parallel with the delivery of the WETN modular on-line CertHE/FD in e-Commerce. The two modules that form the focus of the project will be designed to be part of that programme.

The programme was launched in April 2007 and over 70 SMEs have been involved in consultations since that time and have participated in one or more modules. Evaluation is at the heart of that activity and learner consultation is on-going.

- 8.4. At the time of writing, appointments have been made to visit 20 further SMEs during October 2007. At these meetings the training needs of the companies and their employees are discussed and the information is used to plan the training support activities. This happens at the start of each 10 week delivery period and will continue during the planned period of the eTutor project.
- 8.5. As well as the learners, the tutors are also involved in the evaluation process and the intention is to disseminate the outcomes of the project through presentations at conferences, seminars and through the JISC community of practice. Formal dissemination will be through published reports which will be made available to the wider community of practice through the project website.

9. Project Budget

- 9.1. The project budget is based on direct costs being covered by the JISC funding and the indirect costs being covered by the partner institutions. There will be considerable added value arising from the delivery and evaluation of the WETN and WALES projects that will run in parallel; thus significantly the value for money obtained. The dissemination and evaluation costs will also be covered through the other initiatives.

9.2. Budget Details

Directly Incurred Staff	April 07-March 08	April 08-March 09	Total £
Project Manager, Mgt pt22, 0.2	£2,803	£11,212	£14,015
Tutor, L pt12 (0.2) x2	£1,472	£13,246	£14,718
Educational Technologist, SL pt 5, 0.4	£4,030	£7,970	£12,000
Total Directly Incurred Staff	£8,305.00	£32,428.00	£40,733.00
Non-Staff	April 07-March 08	April 08-March 09	Total £
Travel & expenses	£500	£2000	£2,500
Hardware/software	£200	£800	£1,000
Dissemination	£0	£1,000	£1,000
Evaluation	£0	£1500	£1,500
Total Directly Incurred Non-Staff	£700.00	£5,300.00	£6,000.00

Directly Incurred Total	£9,005	£37,728	£46,733
Directly Allocated	April 07- March 08	April 08- March 09	Total £
Staff	£1,000	£4,000	£5,000
Overheads	£2,792	£10,928	£13,720
Other	£0	£0	£0
Total Directly Allocated	£3,792.00	£14,928.00	£18,720.00
Total Project Cost	£12,797	£52,656	£65,453
Amount Requested from JISC	£10,005	£39,995	£50,000
Institutional Contributions	£2,792	£12,661	£15,453
Percentage contributions over the life of the project	JISC 76%	Partners 24%	Total 100%

9.3. Quantitative and Qualitative Analysis

All the project partners are experienced and committed as e-learning practitioners and have a strong collaborative track record of leading edge developments. The outcomes of this project will be predominantly qualitative in that it will inform all partners about the possible future direction of e-learning developments. Each partner will gain benefit from this in the way they use the information in their individual and collective strategies and aspirations. The institutional partners will contribute costs in proportion to the level of resource they commit to the work. There is a common view that the value of the experience gained will be reflected in the commitment made.

9.4. IPR

The agreement between all project partners is derived from that applied in the WETN project: that any IPR arising from individual contributions to the project would remain the property of the owner. However, use of those contributions would be made available for use by all partners at no cost.

It should be noted that no significant IPR issues are expected to arise from the eTutor project because of the nature of its objectives and deliverables.

10. Previous Experience of the Project Team

- 10.1. Swansea Institute of Higher Education, the University of Glamorgan and Coleg Sir Gâr each have track records of substantial e-learning project management success, including a number of JISC projects in the X4L, MLEs for Lifelong Learning and e-Learning Pedagogy programmes. They have also had involvement with CETIS and TechDis activities, participate in e-Learning Consultancy work with JISC and are members of the e-Learning Pedagogy Expert Group.
- 10.2. The project team therefore has a great deal of understanding of JISC objectives and aspirations and can guide the eTutor project in fulfilling JISC expectations and producing the required deliverables. Current involvement with other JISC projects and initiatives ensures regular dialogue with key players in the UK e-learning community of practice and hence an understanding of current issues, developments and thinking.
- 10.3. Swansea Institute of Higher Education has considerable experience as lead partner in the collaborative development of e-learning across the HE/FE sector in Wales. It began as the South West Wales e-Learning Consortium in 2000 and became an all Wales initiative in 2003/4. It has led to a much greater understanding between the two sectors and is pointing to a permanent cross-sector collaboration for the future

of e-learning in Wales. This experience and expertise will be available to the eTutor project.

- 10.4. Prof Tony Toole Has successfully managed a large number of significant e-learning projects, including the consortium and network projects led by Swansea Institute. He is in the unique position of working across the HE and FE sectors in Wales and has managed a number of JISC projects. He has published and presented widely in the area of e-learning.
- 10.5. The JISC *WALES* project team based at the University of Glamorgan already has skilled Educational Technologists exploring the use of social software and mobile technology in the support of on-line learners. At the time the eTutor project is due to start, there will be capacity in this team to provide the level of resource planned.

11. Risk Assessment

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Continued funding support for the on-line foundation degree delivery in 2008/09 (Current project funding support ends in December 2007)	2	4	8	The qualification has been validated by the University of Glamorgan and is eligible for HEFCW funding and will attract fee income. The sustainability plan was part of the validation requirement.
Project management capacity (Key members of the team such as Prof Toole may not be available throughout the project period)	2	4	8	Prof Toole has mapped out his project management commitments over the period of the project. If the bid is successful, then the time allocated will be factored in and confirmed. There is project management expertise and capacity at both Glamorgan and Sir Gar should it be needed.
Scope of the project is too broad	1	3	3	This will be taken into account in the initial planning and setup period. It is believed that the deliverables as stated are achievable. It is the range of software tools and web services that need to be discussed and prioritised during that period.
The availability of the tutor team throughout the project period	1	3	3	The named tutors will have other e-moderator trained subject specialist colleagues to back them up should the become ill or absent for any other reason during the delivery period. These staff will be primed for inclusion in the project should it become necessary.

Appendix A

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
None		

Appendix B

Letters of Support:

Note that some were addressed to the lead institution and others to the project manager. The message from the Open University was delayed as the key individual was away.



University of Glamorgan

Prifysgol Morgannwg

Learning Resources Centre
Canolfan Adnoddau Dysgu



Ref: JA/68
Date: 1st October 2007

Kathryn David
Commercial Services Manager
Swansea Institute of Higher Education
Mount Pleasant
Swansea SA1 6ED

Dear Kathryn

Re: JISC Capital Programme: Users and Innovation

I am pleased to confirm that the University of Glamorgan would be happy to participate as an active partner in the proposed eTutor project under the *Next Generation Technologies and Practices* theme of the above JISC programme.

The project will add to the existing e-learning research, development and delivery activities at the University and I hope that our contribution will be of value to the wider e-learning community.

I wish you well with your project proposal.

Best wishes

Jeremy Atkinson
Director of Learning and Corporate Support Services



Head of Centre/Pennaeth y Ganolfan Jeremy Atkinson BSc, MPhil, DipLib, MCLIP

Treforest Learning Resources Centre/Canolfan Adnoddau Dysgu Treforest
Llantwit Road/Heol Llantwit Pontypridd CF37 1DL UK/DU
Tel/Ffôn 01443 482625 Fax/Ffacs 01443 482629 Minicom 01443 482322

Glyntaff Learning Resources Centre/Canolfan Adnoddau Dysgu Glyntaff
Cemetery Road/Heol y Fynwent Glyntaff Pontypridd CF37 4BL UK/DU
Tel/Ffôn 01443 483117 Fax/Ffacs 01443 483150 Minicom 01443 483154



INVESTOR IN PEOPLE
BEDDODDYWR MEWN PŴBL
www.glam.ac.uk/lrc

Vice-Chancellor/Is-Ganhbellaer - Professor/Yr Athro David Halton

28th September 2007

Dear Tony,

Re: JISC Capital Programme: Users and Innovation

I can confirm that Coleg Sir Gâr will be happy to contribute to the proposed eTutor project under the *Next Generation Technologies and Practices* theme of the above JISC programme.

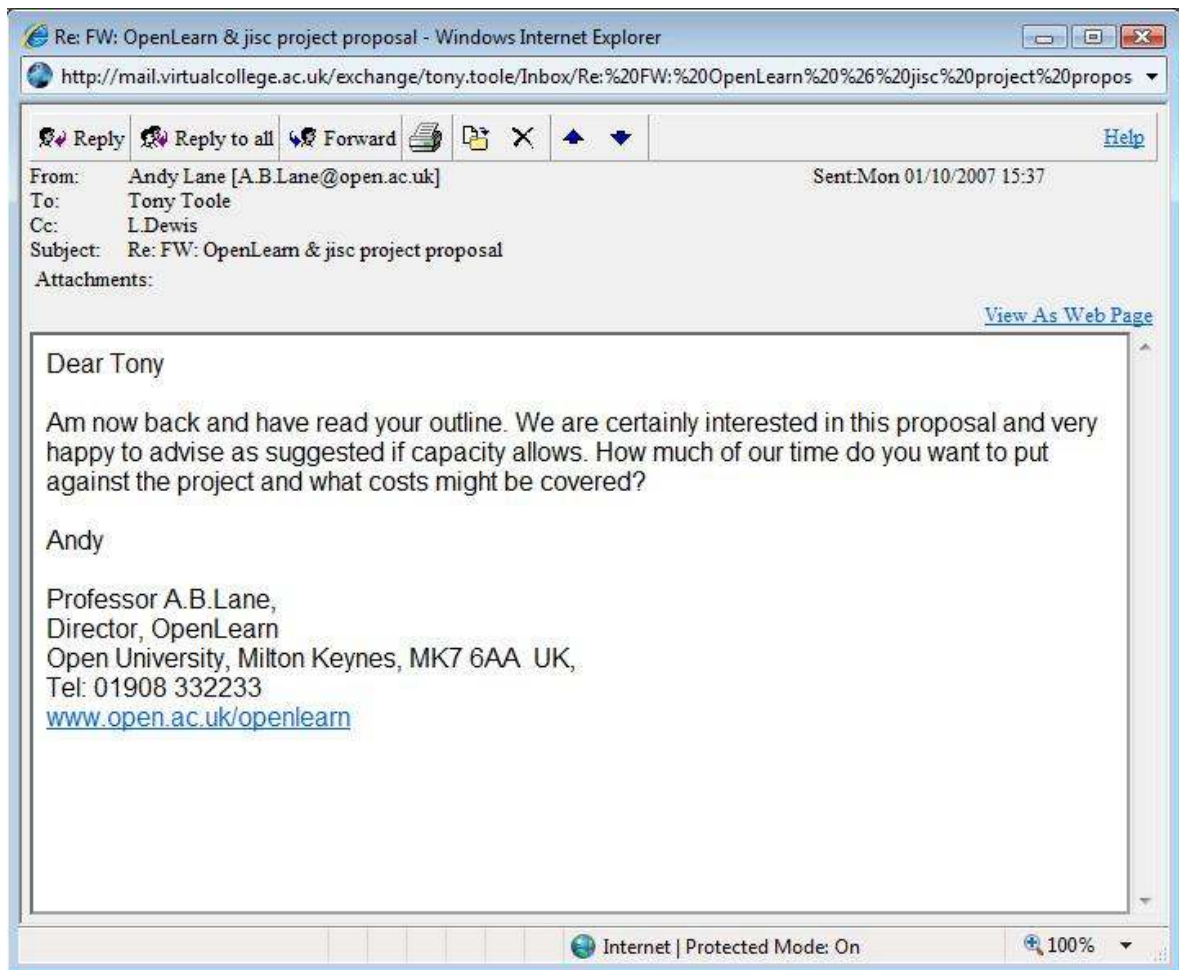
Our experience is that participation in JISC research and development programmes has benefited the college's expertise and experience of e-learning and we will welcome further involvement.

I hope that the proposal is successful. Please keep me informed of the outcomes.

Yours truly,



Brian Robinson
Principal/Chief Executive



Appendix C

Curriculum Vitae

Prof Anthony M. Toole: Project Manager

Current Post: Director of On-line Services

Employer: Coleg Sir Gâr
Graig Campus
Llanelli
Carmarthenshire SA15 4DN
tel: 07966627998

University Education

University	Subject	Degree	Date
London University	Medical Physics	PhD	1979
University of Glamorgan	Professional Development	MA	2006
Aston University	Business Administration	MBA	1996
University of Wales Swansea	Electronic Instrumentation	MSc	1972
Open University	Biological Sciences	BA	1975
University of Wales Swansea	Electrical and Electronic Engineering	BSc	1971

Professional Activities

- Welsh Assembly Government: Wales representative on EU IANIS+ e-Learning Working Group
- JISC: e-Learning Expert Group member/e-Learning Consultant
- Visiting Professor, University of Glamorgan

Experience:

- Head of Electronics, Swansea Institute of Higher Education, 1982 – 1985
- Dean of Faculty of Engineering, Coleg Sir Gâr, 1985 – 2000
- Director of On-line Services, Coleg Sir Gâr, 2000 – 2007

Awards:

2001-2002 Beacon Awards: Winner of the LSDA Award for e-Learning

2002 Fforwm Awards: Winner of the 2002 Award for e-Learning

Completed e-Learning Projects:

12 large scale collaborative e-learning projects have been successfully managed between 1998 and 2007. These have included a number of JISC projects and the total budget has been in excess of £3m.

Current e-Learning Projects:

1. **The Wales e-Training Network (Phase 2):** A KEF funded national project, based at the University of Glamorgan, to deliver on-line training solutions to SMEs in Wales. Collaboration between range of HE and FE institutions, following on from the Phase 1 development project. Budget £432k.
2. **Work-based Access to Learning through E-Services:** A JISC funded project, based at the University of Glamorgan, to evaluate the use of mobile technologies and social networking software in the tutor support of on-line work-based learners. Budget £96k.

Publications: Over 50 publications and conference presentations in the field of e-Learning.

James Durkan: Educational Technologist

Career History

University of Glamorgan, Pontypridd Instructional Designer

2004 to date

Recruited as a member of the Wales e-Training Network Project Team

- Designed and developed interesting and stimulating courses that struck a balance between sound pedagogy and the 'wow' factor needed to be commercially successful.
- Created e-learning course material, using HTML and Javascript, for delivery via the Moodle VLE.
- Key member of the team which designed a successful modular online Foundation Degree in e-Commerce aimed at the SME sector:
 - Liaised with Institutes of Higher Education and Further Education across Wales
 - Designed 15 modules of widely differing content for delivery
 - Supervised the content development from the individual colleges
 - Edited output to impose a single house-style upon the 15 modules
 - Designed interactions and activities to promote authentic, relevant, work-based tasks
 - Demonstrated the benefits of e-commerce
 - Developed and delivered presentations to stakeholders at all levels to actively promote the benefits of internet-based study in the SME sector
- Other key projects included:
 - Worked as Instructional Designer for the SEWeTN and @TEB projects
 - Acted as Team Leader for the @TEB project
 - Designed a multimedia learning interactions
 - Optimised course materials for delivery in an online environment via Blackboard

University of Limerick

2003-2004

Full Time MA Student: e-Learning Design and Development

- Successfully studied and passed (2:1 Honours) MA in e-Learning Design and Development
- Created an application using MS-Access and WAP technology to create a timetable and review course notes via a mobile phone
- Main elements of the course included Instructional Design, Technical Writing, Curriculum Development, Distance Learning Development, Training, Education, HCI, and Interactivity
- Developed CD-ROM and web-based self-help forum and bulletin board for carers of people with Alzheimer's

Interact Spiddal Galway

1998-1999

Training Manager/Marketing Manager/IT Manager/Consultant

- Hired, as Project Manager, three weeks before the delivery date, I developed and delivered a one-year, full-time course for graduates to become webmasters or Network Administrators
- Undertook additional role as a Consultant on Inter/Intranet to VHI, Hibernian Insurance, Western Health Board, Dublin Corporation and trained them on the maintenance of their corporate webswites.

Mayoralty College Flood St Galway

1993-1999

Tutor and Head of IT

- Devised and delivered a variety of courses including City & Guilds, Pitman and ECDL for classes of up to 18 novice/improver students
- Provided Technical Support for a 10-strong staff team
- Developed Access multi-user database for student administration