



National  
Teaching  
Fellowship  
Scheme

# NTFS Project Progress Report

The purpose and acceptance criteria for NTFS projects submitting a progress report are described as part of the 'NTFS Project Reporting Procedure' paper.

Please complete the sections below. If you have any queries regarding the completion of the forms please contact the NTFS project strand Project Officer at ntfspjcts@heacademy.ac.uk or 01904 717500.

## Progress Report Project Information

Project lead	Norwich University College of the Arts
Project title	InCurriculum
Lead contact name	Neil Powell
Reporting period	January 2009 to July 2009

### 1. Project Update Summary

Please provide a short update on the project's achievements and current activities, to be disseminated on the Academy's website, maximum 200 words. **(Only this section will be made publicly available)**

The InCurriculum project has maintained its momentum during the January to July reporting period 2009 and significant progress has been made in terms of data collection, analysis, and interim dissemination of the project.

Art and Design pedagogy has now been trialled with a view to testing the hypothesis that discursive and holistic learning and teaching methods could enhance learning, teaching and assessment practices in a range of other subjects.

Practices originated for students with SpLD's have also been trialled to see if these offer benefits to a wider range of HE students. Evaluation methodology has been reviewed and revised inline with good action research practice and is felt to be extremely robust given the degree of scrutiny and field testing that have now taken place.

Project staff have continued to deliver, amend and evaluate the sample modules and units across Year 2, using the work of the *AchieveAbility* project.

Highlights for January to July reporting period include: The InCurriculum interim conference held on the 25<sup>th</sup> June, hosted by the University of Westminster

- Key conference themes developed out of research, evaluation and analysis:  
The three key presentations and associated workshop sessions were entitled:

“Tools for Dynamic Learning”

“Capturing the Student Voice: Exercises in Discursive Learning”

“Enhanced student engagement through multi-sensory dialogue”

- Presentations by project staff at a number of relevant national *fora*: for example, the Project Development Director gave a presentation to the National Association of Disability Practitioners Conference in Nottingham in July 2009: This was extremely well received.
- Updated and revised collaborative agreement implemented between the project partners
- Enhanced website functionality and content

InCurriculum staff development sessions have continued to be rolled out during 2009 based on year 1 staff feedback. Highlights of the staff Development sessions since January have included key speakers such as Russell Stannard (Web 2.0 tools/Camtasia) and DR Ross Cooper (learning styles). The role of assistive technology has become increasingly important as a learning and teaching tool for multi-sensory engagement, and the project has received considerable support from Dr.Simon Ball (JISC and Steering Group) and Russell Stannard (UoW and THE award winner).

The website was is constantly being updated with details of the project and project partners, and developing information on inclusive approaches to teaching and learning, and on the social model of disability. [www.incurriculum.org.uk](http://www.incurriculum.org.uk)

## **2. Activities and progress**

2a. With reference to your project plan summarise your achievements during the last reporting period and whether the anticipated objectives, activities or deliverables have been completed.

If there has been any variance from your planned activities please say what the variance is and what its causes were? If applicable, what is being done to get back on track? Will the project plan need to be revised? *(Please list as headings or bullet points)*

The Project Management Group (PMG) has continued to refine and develop the project, with advice and guidance from the Steering Group (SG). The evaluation strategy has been refined in line with the action research methodology, and a consistent approach has been assured across the three institutions by the PMG via Staff Development Sessions and literature review. Questionnaires, think tanks and focus groups have elicited both quantitative and qualitative data from the unit samples.

In terms of projected activities from the previous Progress Report, the following activities/objectives were identified and their status is indicated in italics:

- Expand functionality of the website including 'mind-maps', web blog links and resources for teachers. *Achieved*
- Further staff development activities for academic coordinators and module leaders in advance of the Interim Conference; facilitated by Project Development Director. This will include some less experienced project staff being funded to attend conferences in order to enhance their own conference presentations. *Achieved*
- Continue to deliver and evaluate 9 modules informed by the outcomes of Year 1/2 of the project. *Achieved*
- Finalise revised Collaborative Agreement between NUCA and DMU and UoW. *Achieved*
- Hold interim Conference at University of Westminster; Thursday 25<sup>th</sup> June 2009. *Achieved*
- Project team to develop series of academic papers for delivery at conferences and for inclusion in publications. *Achieved*
- Revision and refinement of the questionnaire and closer correlation between focus

- group themes. Use of more than one learning styles diagnostic. *Achieved*
- The website is currently in the process of a technical upgrade that will enable visual 'mind maps' to be produced of relevant research findings. *Achieved*
- The website is also about to undergo field tests in relation to its accessibility for a range of audiences. *In progress*

During 2009, the Project has in benefited from having in place a full team of institutional coordinators at the member of institutions. Additionally further academic unit leaders from both DMU and NUCA joined the project research and this strengthened the team in terms of its breadth and expertise.

Good practice was disseminated through a series of Continuing Professional Development events and by the use of case studies from a range of different academic fields. Subject covered range from Career Development, Games Art & Design and Textile Design to Management and Law.

Reports have been received from institutional coordinators and module leaders, and as a result modules and units have been amended in terms of their content and this year particularly in their delivery. Student evaluation is being gathered and collated and revised unit profiles and levels of achievement will be monitored.

2b. Use the template below to report expenditure. Explain the reasons for any significant overspend or under spend. **(Only required for the annual progress report, submitted in July)**

Expenditure has been in line with the anticipated spend, but some minor adjustments have been made to reflect the departure of the previous NTF from the project and the changing roles of the project team.

The *attached* spreadsheet gives a breakdown for the entire duration of the project in terms of anticipated and actual expenditures.

The main change that should be noted is the far more substantive role undertaken by the Project Leader and the advisory role of the replacement NTF, Professor Paula Hixenbaugh.

### 3. Reflection

3a. Please articulate, in a short paragraph, the pedagogic issue, 'problem', or research question, at the heart of your NTFS project, bearing in mind that this central component may have evolved, developed and been refined. This should not simply be a reiteration of the project title.

During 2009 the project has gone from strength to strength and is progressing fully in accordance with its milestones and objectives and is gaining momentum and recognition with interim dissemination and feedback sessions. There is considerable confidence within the team that the research methodologies and emerging findings are robust with outcomes that will be transferable across the wider HE sector.

Below is a summary of key feedback and reflections on the interim conference, and on the work conducted since January 2009.

Interim Conference:

Keynote Speaker: Judi Stewart, CEO British Dyslexia Association

Key conference themes developed out of research, evaluation and analysis:

The three key presentations and associated workshop sessions were entitled:

“Tools for Dynamic Learning”

“Capturing the Student Voice: Exercises in Discursive Learning”

“Enhanced student engagement through multi-sensory dialogue”

Key feedback from the Interim Conference:

- Participant feedback indicated that the workshops and presentations were of a high standard.
- Attendees were particularly interested in the assistive technologies that were demonstrated and the range of potential uses to which these could be put.
- It was felt that web 2.0 tools such as Jing, Screentoaster, Prezi and Camtasia were particularly relevant to developing and updating assessment and feedback processes for a wide range of learners.
- Participants wanted more input on how to influence policy. The practice outlined on the day they found to be very beneficial.

The workshops were very directly composed to articulate clearly with the following themes as previously identified:

1/ Ensuring Robust Evaluation Methodologies for Action Research.

This is a cornerstone of the research and one that underpins the more dialogical aspects of the project.

2/ Inclusive Dialogues in HE Teaching, Learning and Assessment

This aspect examines practical and transferable methods for engaging learners and teachers in HE. Based on unit field trials and case studies from the project.

3/ Cumulative Learning as a Catalyst for Formative and Summative assessment

This element looks at *assemblage* and *bricolage* as a means for students to accrue a body of material during learning that can fulfil overall assessment tasks. E-learning, weblogs and more conventional formats are being trialled to provide an expanded range of research and assessment opportunities for students.

4/ Social and Visual Strategies for Writing

This element examines models of peer assisted learning and text as a visual language

Other

- The Project Development Director gave a presentation to the National Association of Disability Practitioners Conference in Nottingham in July 2009: This was extremely well received.

3a. Are you experiencing any problems which are impeding progress? If applicable, what are these? Are there any unresolved problems from the last report?

No problems encountered and no unresolved problems from the previous report. Staffing issues were fully resolved and the Collaborative Agreement revised, signed and lodged with the HEA.

3b. How has the implementation of activities informed your approach? How do you see the project developing? Has progress changed the project or your expectations in any way? What lessons have been learned?

The project is have a noticeable and now measurable impact on the development of teaching, learning and particularly assessment in the sample units, these have all been modified as a result of year 1 findings. The number of none art, media and design units has been expanded to give a more rounded reporting profile. In some course units, (Games Art & Design at NUCA) there has been a significant reduction in unit resubmission and student satisfaction as a direct result of unit amendments. Other examples of concrete impacts are beginning to emerge and will inform the shape of future dissemination and research over the next period. A cost to benefit analysis is underway in terms of gathering evidence to measure financial impacts of the project.

The project team and module leaders have continued to share good practice via the regular. Staff Development sessions that have proved invaluable, both as a source of mutual support and as a way of securing a rigorous comparative analysis of TLA and evaluation methods employed.

Highlights of the staff Development sessions since January have included key speakers such as Russell Stannard (Web 2.0 tools/Camtasia) and DR Ross Cooper (learning styles).

The Action Research approach has enabled some significant refinements to take place in the gathering of data, including audio and video footage, the development of weblogs as well as written submissions. The project has also adhered to some self imposed parameters such as working within existing educational budgets, anticipating that inclusive practice can be enhanced without major resource implications for HEI's.

#### **4. Future Activities**

What activities, objectives or deliverables you expect to achieve during the next reporting period? *(Please list as headings or bullet points)*

- The project evaluation and Conference feedback will be analysed during the summer period and reported back.
- Collate findings and commence work towards production of summative materials to support Learning, Teaching and Assessment
- Production of a cost to benefit analysis to measure financial impacts of the project.
- Dissemination phase will increase project staff attending and delivering papers at Conferences as well as establishing programme for the InCurriculum final conference.
- Further enhancement of website with particular emphasis on downloadable materials for academic staff and published examples, such as teachers packs.

#### **5. Any other comments**

I understand that the text provided in section 1a will be made publicly available on the Academy's website and other publications.

<b>Name</b>	Neil Powell
<b>Date</b>	10 July 2009