



E-Learning Task Force



From Camels to Critical Friends: intervention strategies for sustainable innovation

Presented by Professor Stephen Brown and Dr. Gill Ferrell

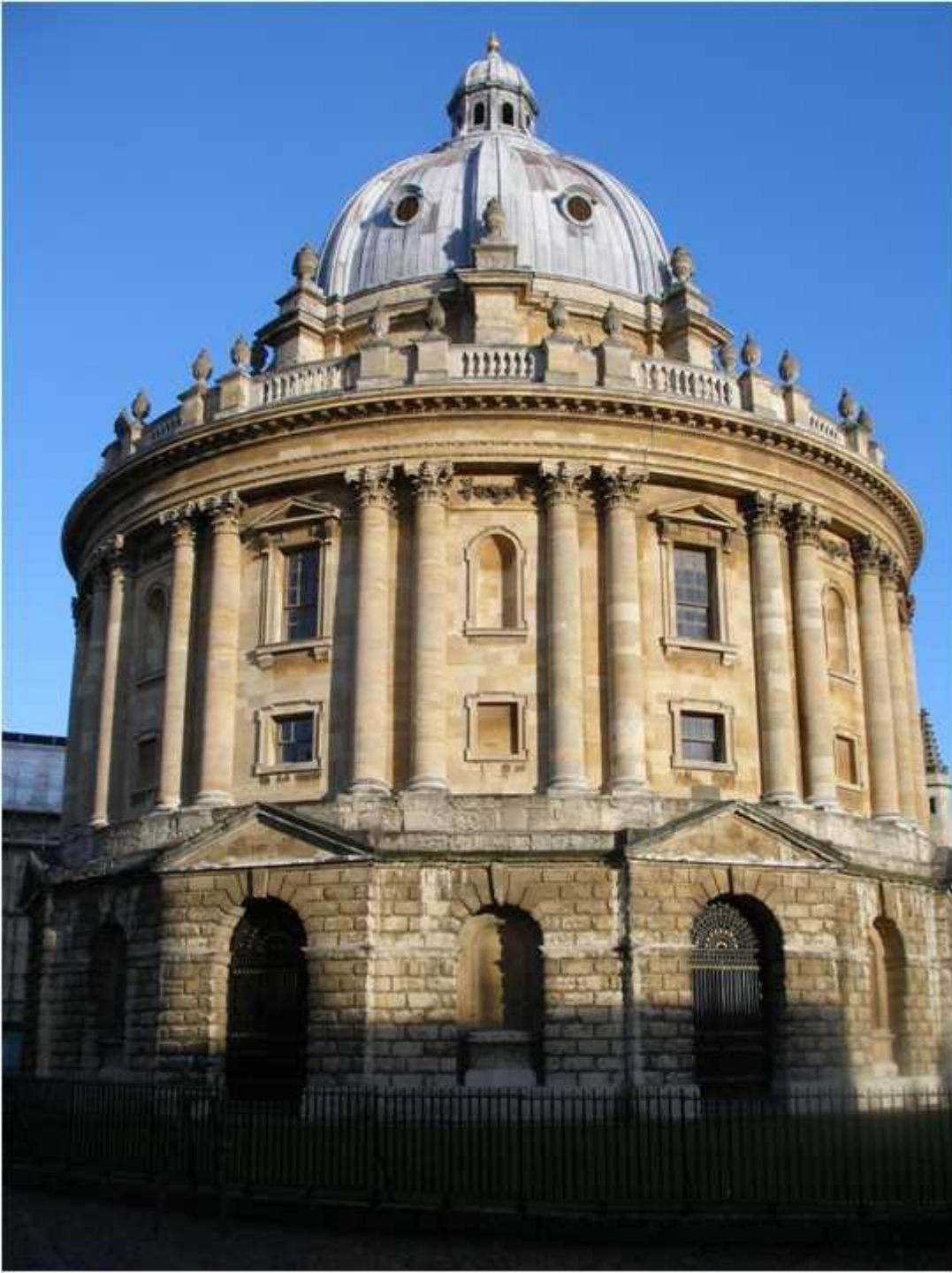


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“The capacity to cope with change
will be the hallmark of success
in the 21st Century”

Extract from The Learning Age, UK Government Green Paper on Lifelong Learning
1998





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top up
down
bottom



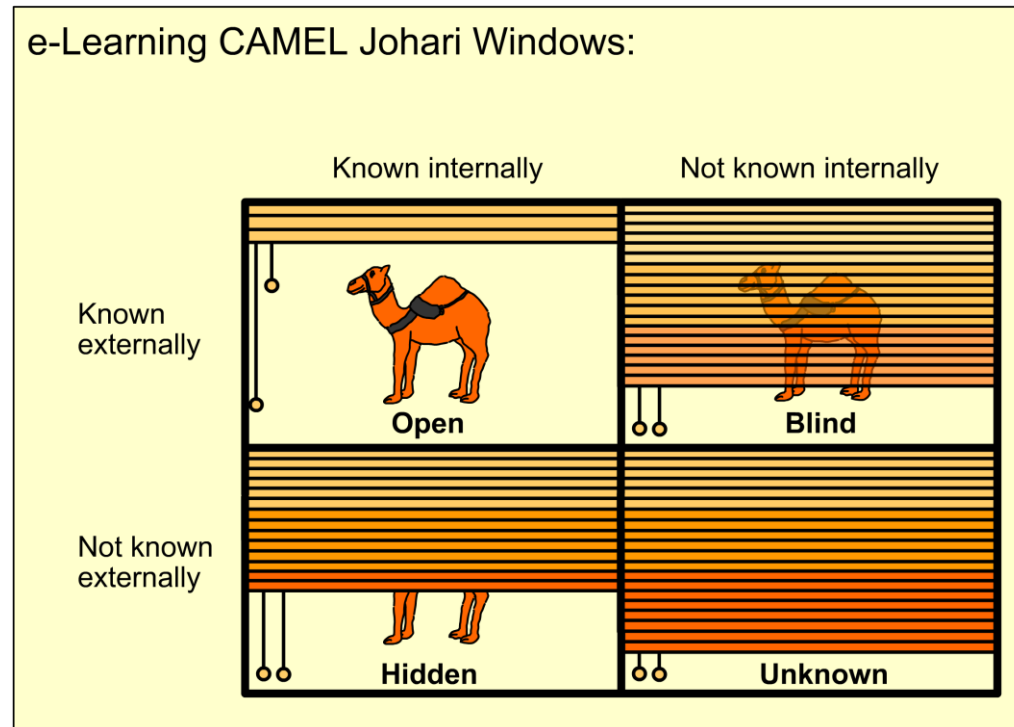
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CAMEL

Based on self-help model developed by Uruguayan farmers

e-Learning CAMEL Johari Windows:





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- Similar enterprises
- Collective self-help events
- Information exchange
- Collaborative problem solving
- Making tacit knowledge explicit
- Trust and openness
- Expertly facilitated





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'Perhaps the critical friend comes closest to what might be regarded as 'true friendship' - a successful marrying of unconditional support and unconditional critique.'

(A John MacBeath, Professor of Education Leadership, Cambridge University, cited on the Critical Friend Network Web site).

- experienced professional in related field
- all-rounder
- project leader experience
- ‘user’ experience of the type of outcomes the project or process aims to achieve
- substantial experience of techniques such as evaluation, consultancy, mentoring and management.
- understand the organisational and/or political context
- extensive network of contacts
- not be personally or professionally involved
- able to establish credibility and trust



Ethical issues



- Impartiality
- Confidentiality
- Anonymity
- Responsibility

Practical issues



- Reporting mechanisms
- Critical friendship vs formal evaluation
- Levels of engagement and support
- Relationship with funding body



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Transforming **Curriculum Design** and **Curriculum Delivery** through **Technology**

The Curriculum Design and Delivery programmes represent one of the biggest undertakings yet delivered under the JISC e-Learning Programme. Together they represent an investment of £8m over a four year period with the Curriculum Design projects running for 4 years (2008-2012) and the Curriculum Delivery projects for 2 years (2008-2010).

- £8m
- 4 years
- 27 projects
- 7 critical friends/3-5 projects



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'At the very start of Cluster activities [our critical friend] emphasised the importance of all cluster members attending the meeting and social aspects of the two-day event. The collegiate atmosphere that this format created has been very important in the quick generation of effective working relationships. Cluster members discuss things frankly and openly, share successes and develop conference proposals and presentations collaboratively.'

Birmingham City University T-SPARC Project Interim Report 29 October 2010



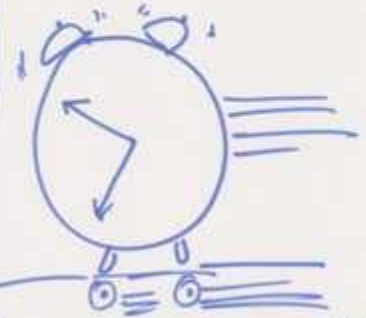
	Notify	Inform	Consult	Involve	Collaborate	Empower
Level of engagement	Stakeholders may encounter untargeted project publicity	Stakeholders are regularly and reliably informed, made aware of their rights and ways of participating in the project	Project staff obtain views of stakeholders. Stakeholders receive full feedback on decisions taken	Project staff work with stakeholders throughout decision making process to ensure views are understood and taken into account	All aspects of decision making processes are undertaken in partnership with stakeholders	Stakeholders set agendas for change. Self organisation and responsibility over management is held by stakeholders
	Information made available	Stakeholders informed	Stakeholder consulted	Stakeholder input	Stakeholder shaped	Stakeholder owned
Stakeholder roles	Stakeholders as passive recipients of uncontextualised information	Stakeholders as passive recipients of broadly contextualised information	Stakeholders as respondents	Stakeholders as project team members	Stakeholders as collaborators	Stakeholders as designers (independent)
	Dialogue with project staff is not expected	Dialogue with project staff is implicitly welcomed but not explicitly invited	Designated consultation space/time in meetings Feedback/right of reply strategies Some dialogue with project staff is expected	Stakeholder appointment on POG Participation in skills training	Stakeholders on management committees Stakeholder shaped policy making Stakeholder interest/action groups	Distributed decision making Stakeholder managers Stakeholder 'ownership' of resources, events, policies and learning
Engagement tools	Untargeted publicity Access to minutes/documents Static website	Briefings Regular blogs Targeted letter	Comment/opinion polls Focus groups (stakeholders as respondents) Project staff led consultation workshops Project staff led questionnaires, interviews	Workshops Voting Active focus groups Joint-led consultations Interviews (open-staff directed)	Stakeholder-led consultations Interviews open/dosed (stakeholder directed) Open forums Rich picture activities Away days with stakeholders and project teams	Stakeholder managed programmes Stakeholder agenda setting Stakeholder managed consultation activities and tools development
	Anticipated effect	Potential for peripheral general awareness	Potential for informed, contextualised awareness	Confirmed widespread contextualised awareness Emergence of reaction data	Emergent reaction data is not framed exclusively by project staff Stakeholder agendas are collected and recognised	Agendas emerge only from collaborative activity with stakeholders

Adapted by Bartholomew, P., Freeman R (2009, 2010) as part of T-SPARC at Birmingham City University from 'Levels of learner voice participation' in 'Rudd, T., Colligan, F. and Naik, R. (2006) "Learner Voice: a handbook from Futurelab". Bristol, Futurelab.

Ideal world



SHARE



ALIGHT HOPE FOR CREDIT GRANTED

RULES v2



CASH IN POINT

DEGREE HIGHWAY

ABC1 BDE2 Philosophy Knitting

NO LIMITS



CHECKOUT

We give up!
We'll never
make it!



Benefits

- Third eye
- Not alone
- Shared ideas and solutions
- Collective understanding
- Participatory design
- Sustainability





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