

Phoebe Phase 1 Evaluation: Combined Data from Design Review, PI Interviews and Greenwich Workshop

Data in italics = statements which were not made in specific response to the questions, but which by inference “belong” under these headings.

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DR01	V. interesting and useful	Lots of ideas as to the different ways that you could represent designs/WoLs, so really anyone who is <u>motivated</u> to consider alternatives or needs inspiration. <u>Could</u> be used to train teachers or for staff development.	For teachers to re-engage with learning theory viz a viz technology.	Training
DR02	Potentially very powerful and flexible but also perhaps confusing, especially for the novice user. Could function at many levels,. Highly theoretical, perhaps too much so for ‘rank and file’ teachers. Needs some judicious editing and would benefit from some simple guidelines. Overall a potentially useful tool (or set of tools),	Lecturers; but novice ones would require additional support. Trainee teachers, students of Education. Anyone who needs to understand the theoretical underpinning of learning design. Staff development has not been mentioned.	Its flexibility means that it has potentially a wide range of uses. It could be used at the curriculum level right down to the learning object level.	Users will require assistance to use this effectively. It <u>is</u> powerful, but will not scale readily in that sufficient support materials and plenty of examples of effective learning in practice.
DR03	Very impressive	Staff developers, trainee teachers, individuals with time	Simple, basic approach – multiple ways in and thorough, reflective approach.	Ways through it (see next section).
DR04	Interesting	Staff developers & L & THE tutors who train new university tutors. It will be a great guide in helping new teaching staff develop their lesson plans and organise their teaching thoughts.	It will allow new tutors [to] develop their lesson plans in a structured and coherent way which will help them prepare effectively for their sessions and reflect on it afterwards.	The new staff (tutors) will need to be trained on how to use Phoebe and be comfortable with it – also there needs to be a support network. This could be an online community which is subject or discipline or institution specific.
DR05	Lots of useful information. Might be difficult to work through. Accessibility? Might be difficult. Needs to be designed to run on Explorer (who uses Mozilla?)	Sources of information for staff development workshops.	Simple, low tech. Used by teachers during staff development.	Upload function to enable users to include learning designs in any format. Add tags to notes to inform others’ practice.
DR06	Rich, varied in approach that could be taken so was meeting its brief	I have concerns over the proposed breadth of audience I think the level of	I like the proposal of Phoebe supporting communities of practice	Provide different exemplars of use to ‘show’ its value – which I can perceive

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	of providing flexible & structured paths, this inevitably could look confusing to users who were new to learning design.	choice presupposes an understanding of the options which would apply better to HE than an ACL or FE audience.	rather than being left open ended. Its use could then be introduced & supported by an informed person who is a trusted or significant others for non-informed members.	but if I was to represent my former community of practice (FE), I feel most would not.
DR07	Seemed like a relatively friendly user interface – would ‘have a go’. Lots of resources in one place.	(1) Staff developers (2) Lecturers (3) Learning technologists (4) Student teachers/new lectures (1/4) teacher training – to help formulate pedagogically sound designs – to see types of tools/activities available (2/3) to help design new modules/courses etc or revise existing ones all – in terms of continuing professional development	Lots of resources/ ideas & exemplars in one place. Flexible enough to use in lots of different contexts eg staff development course, faculty planning meeting, small team or individual use. Hopefully staff & students would benefit – but ultimately that would depend on the end design & that’s out of scope for Phoebe!	Reminder of limitations of tool – only as successful as the user is. Being integrated into staff development plan & having support both pedagogical & technical with implementation of output designs.
DR08	Strongly favourable. I found the tool to be easily accessible at the top level, Providing a really helpful structure to guide the design process. This guidance is combined with very high level of ‘personalisability’ with its free form note making tool. At the same time the text-based nature of the tool may be daunting for some.	<ul style="list-style-type: none"> - Educational developers especially within PGDip programmes for new staff - staff new to using e-learning - trainers designing workshops and other single session activities - learning technologists 	<ul style="list-style-type: none"> - Free form note-making approach to recording/creating a design within a guided/structured framework supports a reflective, iterative design process - Tag cloud is a great tool supporting user customisability. Who will benefit? – Staff/Ed developers, especially within PGCert/teacher training, and those supporting e-learning staff development	Support within a staff development context would be most desirable context for its use.
DR09	A huge amount of conceptual work has gone into this planner. Some of the conceptual work needs to be captured & surfaced, possibly (though the team may resent this) in a formal way eg a map of <u>how</u> the different fields/ideas are related- conceptually and pragmatically – or formal	People interested in LD & learning theory Practitioners in training or at specific key points in their professional development Designers of LD systems looking for insights [with] learning theory & practice	Effective guidance Range of materials, including some useful conceptual modelling eg <ul style="list-style-type: none"> - range of issues/decisions to be taken in design - representations of LD’s as workflows (non-technical) - typology of activities 	Usability seems good but in practice users will not engage unless they have a reason, a situation (& time) & some prompting or guidance. More summary of existing resources/LDs as ‘light bulbs’ & as sequences in workflow notation – will enhance usability but be v. labour intensive & not sustainable/scalable for future?

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	structured vocabulary/typology however fuzzy the boundaries or rich the definitions. Also the notation for teacher/student actually is v useful.		Who will benefit? – Those in section 2 above	
PI01	Great tool, help and guide for new tutors and tutors that are studying. Need to talk to our Cert Ed team. Lots of tutors do struggle esp [practitioners coming into teaching e.g. plumbers]. Encourages them to think about what they are doing. 80% of our teachers are good or excellent. How do you get the 60% that are good to be excellent? This is how you do it: by getting them to reflect. <i>“I think it’s really good, it’s prompting the tutor all the time: ‘Think, think, think what you’re doing; make every lesson count,’ which is what the Inspectorate is telling us now.”</i>	People who are good whom we need to make excellent.	Online, so don’t have to come in to work on it. It’s safe: we know where it’s come from. Clear writing, takes you through in steps, so you don’t have to work through great chunks. Simple to use. Paced well. <i>Support for reflection: reflection matches teacher-training, because the info is there – rationale – this is ideal for new teachers because linking the theory, the practice and the reflection(?). “Reflection is part and parcel of their practice.”</i>	Training and guidance needed. If you can sell it to the quality team, line managers and Cert Ed team, it then has to become a tool that helps the good to become excellent and the unsatisfactory to become satisfactory.
PI02	Looks good.	[Not asked]	[Not asked]	<i>Examples</i>

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PI04	Looks good. The types of content - not come across anything that does that type of thing before, things that people do need to think about but don't always do it. Notepad easy to use. Like the idea of having notes there, having a structure to it.	Useful for new teachers or learning teachers - gives them a framework. DIPLATHE????	If doing sthg new. Also, if only teach sthg once a year, useful to go back and see the plan, also what you did last time.	People could be slowed down by the wiki markup language. Inflexible (narrow) width of notepad window could be a problem.
PI05	Thinking about it in 2 ways: how I would use + how I would show someone else how to use. "The potential is huge. It's just tempered by getting started." Not easy enough to use yet. Ditto activity planning, and integrating how someone plans into that. Needs to be more seamless.	Teacher-trainers and those new to teaching	Having the whole picture of things that they need to consider when designing a lesson, and it's all very explicit. <i>training teachers in e-learning: they need to experience a range of e-resources, think about using one of them and provide a rationale for why they've used it. Phoebe is what they need.</i>	<i>a dynamic Getting Started guide: use Cam Studio, Wink to create Flash animations. Take people through step-by-step so they can see where they have to go in the software.</i>
PI06				
SD Workshop				

ID	5. Do you foresee any technical limitations in using the planner?	6. What (if any) organisational issues do you foresee?	7. Please give your views on the future development plans outlined by the projects. What (if any) improvements or revisions would you like to see?	8. Do you have any other ideas or views about piloting or promoting the pedagogic planning tool?
DR01	That its web-based & may be difficult for some teachers working in ACL/WBL where internet access is limited	None	I would like to see ways to develop the visualizations of designs ie I've made a plan, can I now 'run' it before I try it out with students.	Yes, trial both of these with my students PGCE/PGDip – (I have 91 volunteers from Oct (although not all these may still be interested!
DR02	No	Needs integration into practice, perhaps through staff development. Users need incentivising.	A customised, scaled-back version with few exemplars on theories of learning and more on practical solutions that lecturers can feel confident about using.	This could be very useful in terms of making explicit the learning designs inherent in learning objects.
DR03	Tension between wealth of information/suggestions & finding efficient ways through them - ? a semantic/philosophical as well as purely technical problem.	[DNR]	Team seem to have a good grasp of issues to be explored.	[DNR]
DR04	[DNR]	[DNR]	[DNR]	Promote it to staff developers and teacher-trainers.
DR05	No	None – above that of getting learning designs used at all.	More comprehensive (without having so much material can't be made us of) More readable	May use in our own staff development sessions.
DR06	[DNR]	Need for staff development to introduce its use.	Keep breadth but provide different narrower exemplars.	[DNR]
DR07	Could get too big – in terms of all the 'things' that it could include so become a bit unwieldy to use. Seems to have some browser issues just now too.	It could be great if properly integrated into institutions systems but realistically this might not be possible in many places. Also, who in an institution would be responsible for it – elearning depts, staff development, VLE teams?	Would be useful to try and extract more information from the notes people are making. Also perhaps the check list could be mapped to IMS LD as starting point for xml output/IMS LD examples to be created.	Looking at other JISC development projects & see if there are services that can be utilised/linked to.
DR08	Text-based nature of the Wiki environment mitigates against visual representations and designing. Visual design exemplars would be desirable – so too the incorporation of visual design tools.	Institutions need the capacity to include their own templates for design outputs, and their own exemplars, learning approaches etc.	- Inclusion of <u>both</u> a pre-determined tag cloud and user-developed one - Inclusion of visual design tools & representations	Should be piloted/tested within 'new staff' courses (in addition to the current projected pilot with FE teacher training)

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DR09	I would like to see the tag cloud developed as a customisable navigation tool & understand this may be technically difficult Social tagging? Community tagging? & tagging of own designs	[DNR]	Tag cloud as navigational aid Links between issues/guidance sections made explicit eg graphically (if not by constraining users' route thru the materials) Eg Activities ↔ Aims & Outcomes Location ↔ Tools available Learner challenges ↔ Teaching strategy/ approach etc Tools ↔ Activities – (This has been done very well already by the project) Some aspects of the LD domain could/should be coupled – not all!!	With graduate teaching assistants?
PI01	We're still on IE6. It's an issue for a lot of organisations. Not likely to update to IE7 soon (only went onto XP last year).	We are a college that values planning and we expect a high level of teaching and learning planning. Picks up on all our current themes.	<i>Miscellaneous suggestions from the interview:</i> <i>Want some pictures.</i> <i>Could a message containing instructions re timing and location from the admin staff to teacher be saved in Phoebe?</i> <i>Drop the output into their Word docs</i> <i>Prompts for allocating staff and resources etc. – include a mailto: link so that users can send emails directly within Phoebe to book rooms, resources, support staff etc. (In customised versions users could actually include the correct email address in the mailto: link.)</i> <i>Maintaining currency of links: Website loses its value if has too many broken links, so links should include identifying information (key words: names, topics) about the site so that if the link is broken, the user can use Google to</i>	[Not asked]

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			<p><i>search for the new location of the material.</i></p> <p><i>Maybe have a link at the bottom of each page for reporting broken links.</i></p> <p><i>Activity pages: need to have learning outcomes visible at the same time (ditto assessment criteria?).</i></p>	
PI02	[Not asked]	[Not asked]	[DNR]	[Not asked]
PI04	Inability to adjust window sizes; inability to link to documents on own computer (i.e. not on Web).	Wouldn't expect a very high level of interest among teaching staff, but people who are starting out might be interested.	[Not asked]	[Not asked]
PI05	<p>need to be seamless: either do all planning in Phoebe, or somewhere else and use Phoebe for ref; also easy to upload docs into a Phoebe learning design.</p> <p><i>need to have access to a computer (difficult in FE)</i></p> <p><i>Phoebe doesn't run correctly on IE6</i></p> <p><i>Creating a new learning design: going to My Designs, then back to Contents. EL: "I have to say I'm lost already." Would probably stop at this time. Need something explicit to guide her through step by step. Thinking also about teaching s/w to others: "The shutters go down if it's not absolutely bog standard." / Maybe Phoebe is not at the stage for a novice or unconfident user would feel safe about going into the different areas.</i></p>		<p><i>needs a slightly better map through how to use it. A map would show the headings that you've filled out, and clicking on them would bring the arm up [is looking at the mindmap] and the information with it, and then you could put that away and click another one. Maybe not edit on that page. Some things are subsets of others [grouped]. Map would be organised according to main nodes. If turning into a map, then need those subheadings as per the contents page. With Inspiration maps, you can look at it as map, notes(?) or outline. Go into My Designs area: what is displayed there (i.e. the list of pages) should correspond more to the contents page: i.e. with sections grouped more explicitly(?).</i></p> <p><i>Linking to files on college intranet?</i></p> <p><i>Upload files to within Phoebe itself.</i></p>	[Not asked]
PI06				[Not asked]

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