

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 1:					
<i>Objective: Review current practice:</i>					
1. Undertake research into best practice online delivery at other institutions in UK and Overseas	1st Nov 2008	1st Jan 2009	Research papers	Research Completed	Baselining research completed and reported on at February 2009 Steering Group meeting.
2. Map current CAW delivery model	1st Dec 2008	1st Jan 2009	Process map of current delivery model	Present to Feb Project Board	Process map of current CAW delivery model completed and presented to February 2009 Project Board meeting.
3. Analyse research findings re best practice delivery	1st Jan 2009	1 st March 2009	Practice Review Report	Post on Project Website	Practice Review Report completed and uploaded to COWL project website.
4. Undertake research into existing technologies	1st Dec 2008	1st Jan 2009	Research papers	Research Completed	Baselining research completed and reported on at February 2009 Steering Group meeting.
5. Analyse research findings re existing technologies	1st Jan 2009	23rd Feb 2009	Draft Project Plan	Submitted to JISC	Draft Project Plan completed and submitted to JISC 23 rd February 2009. Revised Final Project Plan submitted to JISC 19 th March 2009.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

There are no changes or deviations to report for this workpackage.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

Mapping the current CAW delivery model has not only contributed to the baselining and progress of the COWL Project; it has also proven to be beneficial to CAW's work in general, as it has served as a clear and concrete way of illustrating and explaining CAW's existing provision in conference presentations (e.g. at the EATAW 2009 conference), through conference dissemination activities (e.g. COWL stand and plasma screen at the ELATE and iPED conferences), to students and academics at

Coventry University, and during meetings with external visitors to CAW and with senior management at Coventry University.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 2:					
<i>Objective: Develop new curriculum delivery plan</i>					
1. Examine current CAW delivery model re advantages and disadvantages	1 st Dec 2008	1 st Jan 2009	Benefits and shortcomings highlighted	Benchmark of existing model	Benefits and Shortcomings tables completed. Reported on at the April 2009 Cluster Group and April 2009 Project Board meetings.
2. Based on the findings of WP1 identify technologies and e-learning tools to be deployed	1 st Nov2008	1 st Dec 2008	List technologies to be deployed	Report to Dec Project Board	Reported on at the February 2009 Project Board and April 2009 Cluster Group meetings.
3. Develop the new delivery model	1 st Jan 2009	1 st April 2009	Planned 'blended' delivery approaches model	Report to April Project Board	<p>The process map of the projected new delivery model drafted and reported on at the April 2009 Steering Committee and Project Board meetings.</p> <p>The map was refined and reported on again at the June Steering Committee meeting.</p> <p>Feedback from the project's Critical Friend and other colleagues at this meeting suggested that we split the planned COWL delivery model into two maps: a current project one outlining projected online writing lab services that fulfil the COWL</p>

					project plan, and a post-project one outlining additional projected online writing lab services that are beyond the scope of the current project. These two maps will be completed and uploaded to the COWL website in October 2009.
4. Benchmark new delivery model with existing CAW model	1 st March 2009	1 st April 2009	Expected student benefits identified	Benchmark new model	Benefits and Shortcomings tables completed. Reported on at the April 2009 Cluster Group and April 2009 Project Board meetings. Benefits for students were again considered at the June Steering Committee meeting in light of the COWL project delivery model.
5. Engage stakeholders	1 st Dec 2008	1 st June 2009	Stakeholder briefings held	Briefings Completed	Stakeholder briefings took place at the February and June 2009 Steering Committee meetings. Academic Writing Tutors were briefed on the COWL Project throughout 2008-9 via the Centre for Academic Writing's monthly team meetings. Academic Writing Tutor training took place in August 2009 and a second session is scheduled for October 2009. Students taking part in the

					Paramedics pilots were briefed at the start of their course on 5 th September 2009 and students taking part in the Economics pilots will be briefed at the start of their course on 12 th October 2009.
6. Develop 'blended' delivery model to reflect project progress	1st May 09	1st Aug 2010	Map of implemented delivery model Analysis of gap between planned and outturn model	Model and analysis available	This work is in-progress and is running to plan. One point to keep an eye on is the issue of accessibility of the synchronous and asynchronous writing support COWL offers, as well as its online writing resources—the project team is currently ensuring that the new services will be accessible via students' computers, but we may also wish to assess how accessible they are from PDAs and other types of devices.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

Discussions and meetings re. technologies to be deployed were ongoing from the start of the project and involved the Technology Workpackage team, the Project Director, and the leaders of the Pedagogy and Evaluation workpackages. However, December 2008 proved to be premature for pinning down the technologies to be deployed, as indicated in point two, above. A list of technologies to be deployed was reported on at the February 2009 Project Board and April 2009 Cluster Group meetings.

Developing the new curriculum delivery model for creating and introducing synchronous and asynchronous online writing tutorials etc. proved to be a longer process than foreseen. This was due to the enthusiasm and engagement of the COWL Project Team during the brainstorming phase of considering the possibilities of online writing centre services. The Project Director and Project Team saw this as healthy engagement with the project and were willing to put additional time and effort into revising the new curriculum delivery model and in splitting it into two stages (Project and post-Project) as outlined in point three, above.

Stakeholder briefings identified that the Academic Writing Tutors from CAW are not fully convinced of the value, motives, and efficacy of online writing tutorials. This finding resulted in a concession being made to the Academic Writing Tutors' stated preferred method of conducting synchronous online writing tutorials, SKYPE, in conjunction with the Technology and Pedagogy workpackages' preferred online conferencing software, MegaMeeting. This finding also caused project decisions about technologies and accompanying deliverables (e.g. user guides and website for accessing the tutorials) to be put back by a few weeks, but these will be ready as planned for the start of the pilots.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

A key message and lesson learnt from certain stakeholder groups' calling into question the use of online writing tutorials is that project teams should not assume stakeholder engagement, and should instead plan ahead by brainstorming scenarios of potential resistance toward project aims and/or technologies, in order to be as prepared as possible to understand reasons underlying various stakeholders' concerns.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 3:					
<i>Objective: Develop new pedagogic approaches:</i>					
1. Review workpackage 1 to identify a pedagogic approach for giving feedback to student writers via COWL	1st March 2009	1st May 2009	Key theorists/approaches identified to inform COWL pedagogic approach Agreed Approach.	Report to June Project Board	Report uploaded to COWL Project website and presented at June 2009 Project Board Meeting.
2. From workpackage 2, identify how lecturers in the disciplines/CAW Writing specialists will use COWL for giving feedback to student writers	1st May 2009	1st June 2009	Pedagogic tools identified	Report to June Project Board	Report uploaded to COWL Project website and presented at June 2009 Project Board Meeting.
3. Identify requirements for content within COWL and co-ordinate production/linking resources	1st May 2009	1 st Sept 2009	COWL site populated	Demonstrate website to Oct Steering Group	Identified a range of existing writing resources for COWL and submitted these to COWL Project Director, COWL Project Manager, and technology workpackage leader. Collaborated with technology workpackage team re the requirements for content within COWL, including the filtering system and relationships between different kinds of provision for students.

					Offered feedback on the first draft of the COWL filtering system.
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Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

There are no changes or deviations to report for this workpackage.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

CAW Academic Writing Tutors show resistance to online tutoring.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 4:					
<i>Objective: Integrations and adaptation of new technologies and tools:</i>					
1. Develop single sign on from Blackboard Vista	1st March 2009	1st Sept 2009	SSO Deployable component tested and ready to use in Blackboard Vista SSO Deployable component distribution package including documentation ready for distribution	Deployable component installed	The deployable component is installed ready to hook up to the asynchronous feedback site. The receiving end of the SSO needs to be tested.
2. Develop single sign on from Moodle	1st March 2009	1st Sept 2009	SSO for Moodle Widget tested and ready to use in Moodle SSO Widget package, including documentation ready for distribution	SSO Widget Installed	A generic SSO plug-in has been created for another application (pebblePad) this needs to be repackaged as the COWL SSO. The receiving end of the SSO needs to be tested.
3. Set up COWL website	1st March 2009	1 st May 2009	COWL website ready to be populated	Website available for editing	Content has been placed on the main University website and content is still being contributed to Curve.
4. Develop integrations to identified technologies as highlighted from workpackage 2 from the COWL site	1st May 2009	1 st Sept 2009	New technologies integrated with COWL site Guidance report on implementing technologies	Website technology demonstrated to Sept Project Board	For the synchronous feedback a Moodle course is being utilised along with MegaMeeting and/or Skype. No real integration with MegaMeeting or Skype is being

					undertaken. The asynchronous feedback has incorporated Riffly video comments and these may lead to incorporating Riffly into a Moodle assignments
5. Train COWL staff	1st July 2009	1 st Sept 2009	User guide available	Staff trained	The training of staff is being undertaken by Anne Dickinson and should be complete by 10 th October 2009. The producing of the training material was put back due to some uncertainty about which on-line web conference tool to use. SKYPE training may need to be introduced at a later point during the pilots, when the Academic Writing Tutors are ready.
6. Develop tools for giving feedback in relation to pre-pilot outcomes	1st Aug 2009	11 th Sept 2009	Tools revised and working	COWL site upgraded	For feedback from the pilots Mark Childs is creating a survey in Survey Share. Other tools may be developed as the Evaluation and Technology workpackages evolve as the pilots progress.
7. Develop tools for giving feedback in relation to pilot outcomes	14 th Sept 2009	1st April 2010	Tools revised and working	COWL site upgraded	For feedback from the pilots Mark Childs is creating a survey in Survey Share. Other tools may be developed in response to the pilots.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

One change has been the use of Moodle to act as a place for students to upload their work prior to synchronous feedback. This has meant a reduction in the need to develop new tools as it makes use of the in-built functionality of Moodle. Coventry University is dropping the use of Blackboard Vista so integration with that vle has been reduced.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

With a great knowledge of Moodle and Moodle programming the asynchronous feedback could be moved to use Moodle with a enhanced assignment tool which could be modified to make use of Riffly. This edited assignment tool could also be used for general assignment feedback by Lecturers around the university.

There have been some problems with the requirements of the COWL workpackage leaders and the Academic Writing Tutors that has caused some confusion in which tools to use; this has pushed back some of the technical areas. It is felt that some of this has its roots in the change of roles and contracts of the CAW Academic Writing Tutors and that some form of change management may have been needed to have been built into the project.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 5:					
<i>Objective: Pilot Implementation:</i>					
1. Monitor pre-pilot tools for giving feedback to student writers	1st July 2009	14th Aug 2009	Report findings of pre-pilot	Report to Sept Project Board	<p>Ran COWL Pre Pilots on 3rd-4th August to investigate CAW's Academic Writing Tutors' training requirements and students' needs in preparation for COWL Project pilots.</p> <p>Uploaded Pre Pilots Report to COWL Project website and circulated document to members of the Project Team.</p> <p>Specifically, identified technical and implementation problems with MegaMeeting, the proposed synchronous feedback tool for COWL 1:1s.</p> <p>Reported these problems to technology workpackage team, COWL Project Manager, and COWL Project Board Chair at Interim COWL meeting on 25th August.</p>
2. Collaborate with Technology workpackage team to revise/develop tools for giving feedback to	1st Aug 2009	11th Sept 2009	Issues identified and solutions provided	COWL site revised	Collaborated with Clive Teed, who has designed, revised, and

<p>student writers</p>					<p>launched the COWL website, including the asynchronous feedback tool for COWL 1:1s.</p> <p>Collaborated with John Tutchings, who has designed and launched COWL Moodle Module for students to submit and received assignment drafts with briefs.</p> <p>The COWL Project Director is currently addressing the issue of the COWL synchronous feedback tool for 1:1s.</p>
<p>3. Plan staff development for lecturers taking part in the pilot and CAW writing specialists to prepare them for giving feedback to student writers via COWL</p>	<p>1st July 2009</p>	<p>1st Sept 2009</p>	<p>Training materials designed</p>	<p>CAW and Pilot Lecturers Instructed</p>	<p>Met regularly with Mark Garratt (Paramedics) and Perihan Yavash (Economics) to provide staff development and prepare them for the COWL Pilots.</p> <p>Identified scheduling needs and other practicalities for COWL Pilots in Economics and Paramedics, and liaised with COWL Project Manager to prepare for Pilots.</p> <p>Trained Rebecca Wilde (part time-lecturer, Economics) to give feedback to student writers.</p>

4. Develop student guidance in the use of COWL (asynchronous and synchronous online feedback tools)	1st July 2009	1 st Sept 2009	Pilot user guides	User guides provided	This is being done in collaboration with technology workpackage team (Anne Dickinson is collaborating with the Project Director on this in September 2009).
5. Monitor pilot of tools for giving feedback to student writers	14 th Sept 2009	1 st Feb 2010	Report key findings of pilot	Report to COWL Feb Steering Group	This work is on target to take place between mid-September 2009 and February 2010.
6. Collaborate with Technology workpackage team to further revise/develop tools for giving feedback to student writers	1st Oct 2009	1st April 2010	Issues identified and solutions provided	COWL site revised	This work is on target to take place between October 2009 and April 2010.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

In response to issues outlined below as well as to the resistance of some of the Academic Writing Tutors to synchronous online conferencing and various types of online conferencing software, the Project Director decided in late August 2009 to trial both SKYPE and MegaMeeting web-conferencing software for the COWL synchronous 1:1s.

The COWL website was not live in time for the Project Pre Pilots, which meant that CAW Academic Writing Tutors and Rebecca Wilde (Economics Tutor) could not be trained to use the asynchronous feedback tool as intended in early August. Consequently, the CAW Writing Tutors and Rebecca must be trained to use this software for COWL during October.

During the Pre Pilots we experienced technical problems with MegaMeeting, the proposed tool for COWL synchronous 1:1s. Specifically, on Day 1 of the Pre Pilots we were unable to implement the 'share my desktop' facility which requires prior installation the first time it is used. We tried this for Day 2, but encountered further technical problems. Consequently, CAW Writing Tutors and Rebecca must be trained to use this software for COWL during October.

(The purpose of the 'share my desktop' facility in MegaMeeting is to allow Academic Writing Tutors to share documents with students during tutorials. In this way Tutors can edit the document, but students cannot).

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

The quality of the image of a document students receive through the 'share my desktop' facility in MegaMeeting is quite poor.

Gordon, our contact at MegaMeeting, has advised the COWL Project Team that it would not be practical for us to use the 'share my computer' facility within MegaMeeting, which means that it will not be possible for both a student and a Tutor to edit a document during tutorials.

At the Interim COWL meeting on 25th August, Skype was proposed as a possible alternative to MegaMeeting in an attempt to address the issues identified during the Project Pre Pilots.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 6: <i>Objective: Embedding new practices across the university</i>					
1. Develop materials and teaching plans for a training course on online writing tutoring techniques and pedagogies for CAW Academic Writing tutors	1 st Nov 2009	1 st Feb 2010	Staff development materials	Teaching materials available	This part of the project will comprise a method of learning from the experiences of CAW's Academic Writing Tutors who are involved in the Autumn 2009 COWL pilots and from the relevant literature on online writing tutoring, in order to create a training course to induct and support other Academic Writing Tutors as they begin tutoring online. This work is on target to begin in November 2009.
2. Develop self-help materials (user guides and resources) for lecturers in the disciplines, CAW writing specialists and student users of COWL	1 st Nov	1 st Feb 2010	User guides and resources available	Self-help materials published	Student user guides and Academic Writing Tutor/Academic Writing Lecturer user guides for accessing and conducting synchronous and asynchronous online writing tutorials are currently being drafted for piloting from October. These guides will need to be revised post-pilot (i.e. from January 2010) and the user guide for Lecturers in the disciplines will need to be created based on

					the CAW Tutor/Lecturer user guide. This work has commenced ahead of schedule.
3. Deliver training course on online writing tutoring techniques and pedagogies to all of the CAW writing tutors	1 st Feb 2010	1 st May 2010	3 x 3-hour training courses delivered to CAW Tutors	Initial training completed	Due to a combination of staff shortages in September 2009 (caused by contractual changes for CAW's Academic Writing Tutors and the subsequent leaving of three Tutors) and the doubling of Economics students involved in the pilots (caused by a recruiting uptake in Economics and the need to provide COWL's writing development opportunities to all 230 students rather than to a single seminar group), all of CAW's Academic Writing Tutors are now being involved in the COWL pilots. Two days of training were delivered in August 2009 and a further three hours are scheduled for October 2009. However, it may still be useful to run the nine hours of training as planned in Spring 2010 because three new Academic Writing Tutors are due to be hired in Autumn 2009 and because it would provide a structured opportunity for all of the CAW Academic Writing

					Tutors to be as informed and as confident as possible when approaching the online writing tutoring when it is rolled out to Coventry University as a new CAW service, potentially from Autumn 2010.
4. Develop staff development materials and faculty-based workshops on tutoring writing online for lecturers in the disciplines.	1 st Jan 2010	1 st May 2010	Staff development materials Shareable learning designs for re-use/re-purposing	Materials completed /user tested	This work is on target to begin in January 2010.
5. Deliver faculty-based workshops on tutoring writing online to lecturers in the disciplines.	1 st June 2010	1 st Aug 2010	Two faculty-based workshops delivered to all interested staff in the five CU faculties	Workshops completed and evaluated	The delivery of these workshops is scheduled to take place between June and August 2010, and this time-frame currently remains realistic.
6. Develop a plan for institution-wide roll-out of CAW online writing tutoring provision	1 st Jan 2010	1 st Aug 2010	Institutional roll-out plan	Plan approved by Oct Project Board	This work is scheduled to take place between January and August 2010, and is on target to take place as scheduled.
7. Develop guidance for other institutions seeking to establish OWLs	1 st Jan 2010	1 st Aug 2010	Good practice guide	Guide Published	This work is scheduled to take place between January and August 2010, and is on target to take place as scheduled.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

As noted in point three, above, due to a combination of staff shortages in September 2009 (caused by contractual changes for CAW's Academic Writing Tutors and the subsequent leaving of three Tutors) and the doubling of Economics students involved in the pilots (caused by a recruiting uptake in Economics and the need to provide COWL's writing development opportunities to all 230 students rather than to a single seminar group), all of CAW's Academic Writing Tutors are now being involved in the COWL pilots. Two days of training were delivered in August 2009 and a further three hours are scheduled for October 2009. However, it may still be useful to run the nine hours of training as planned in Spring 2010 because three new Academic Writing Tutors are due to be hired in Autumn 2009 and because it would provide a structured opportunity for all of the CAW Academic Writing Tutors to be as informed and as confident as possible when approaching the online writing tutoring when it is rolled out to Coventry University as a new CAW service, potentially from Autumn 2010.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

Regarding point three, above, in particular, the key lesson learnt is 'expect the unexpected to happen and be prepared to adapt one's original plan if necessary with a view to achieving one's original aims as fully as possible'.

			Output Deliverable (Bold)	Milestone	Status incl work in progress & issues
WORKPACKAGE 7:					
<i>Objective: Evaluation:</i>					
1. Develop evaluation plan	1st Dec 08	1st Feb 09	Evaluation plan	Present to Feb 2009 Steering Group	Evaluation plan was submitted to the February 2009 steering group meeting and can be found at http://cuba.coventry.ac.uk/cowl/project-documents/ Status: complete
2. Identify perceptions of student's academic writing needs and where they currently go for help	1st Feb 09	1st April 09	Review of data analysed	Report to April 2009 Project Board	Questionnaire developed March 2009. Data collection period April- July 2009 (this period was extended due to paucity of students around at this time of year). 141 questionnaires returned To date: 36 inputted into SPSS for analysis. Status: Behind schedule (expected complete Autumn term) and presented January 2010 board meeting
3. Explore students' usage of technologies	1st March 09	1st April 09	Review of data from survey re students knowledge and access to technologies	Report to April 2009 Project Board	Presented to the April 2009 board meeting Status: completed on schedule

4. Explore the advantages/risks/limitations of an online laboratory at the EATAW Conference	1st April 09	1st Sept 09	Data collected and reviewed	Report to Sept 2009 Project Board	Questionnaire developed April 2009. Data collected June 2009 - 74 completed questionnaires. Data analysis September 2009. Status: behind schedule - to be analysed during Autumn term and presented at January 2010 board meeting.
5. Assess the demographics of current CAW students	1st May 09	1st June 09	Review of CAW student demographics	Report to June 2009 Project Board	Demographic data of students was presented to the April 2009 board meeting. Details can be found at: http://cuba.coventry.ac.uk/cowl/workpackages/evaluation/ Status: completed ahead of schedule.
6. Assess the demographics of students within the pilot	1st Sept 09	1st Dec 09	Review of pilot demographics	Report to Jan 2010 Project Board	Not yet started but on target to take place during Autumn term 2009.
7. Interim evaluation of phase one of COWL Project	1st Dec 09	1st Jan 10	Interim report	Present to Feb 2010 steering group	On track to begin December 2009.
8. Assess the impact of the COWL project i.e. scalability, accessibility, usability, widening participation, personalised learning environment, enhanced learning experience, progression and achievement. Assess dissemination strategy	1st Jun 10	29 th Oct 10	Final report and sustainability plan	Final report to JISC	Currently on track to begin June 2010.

Report any changes/deviations from workpackage activity re objectives/outputs/deliverables/milestones:

One additional activity was that during the summer the Evaluation workpackage team carried out two focus groups to capture the experiences of the CAW Academic Writing Tutors as they were presented with the new asynchronous and synchronous technologies for online writing tutoring. The interim results of these were presented at the September 2009 Project Board meeting.

Report any lessons learnt/key messages/new ideas and opportunities identified/ unexpected achievements/key problems or challenges identified in curriculum delivery?:

One unexpected achievement is that Lisa Ganobcsik-Williams and Christine Broughan gave a refereed presentation at the June 2009 EATAW (European Association for the Teaching of Academic Writing) conference on 'Creating and Evaluating Online Writing Support: The Coventry Online Writing Lab ('COWL') Project'.