SAICTED – First full Project Team meeting

Polokwane, 17-19 October 2011

Agenda

Monday 17th October

1400 Assemble at Col-John Hotel, Polokwane,
corner of Bodenstein and Burger Streets Polokwane,
Tel: 015 295 9430

1430 Andy, Wallace and Farivar meet with Prof Mbudzeni Sibara,
DVC Academic & Research, at the University

1530 Team assembles at the campus for start of meeting:
- agreement of agenda and timetable
- review of project plan and objectives (see attached)
- participation and role planning, CPUT, UCT, UoL

1730 Close of day, return to hotel

1900 Dinner

Tuesday 18th October

0730 Breakfast

0830 Depart for campus

0900 Discussion of conceptual development of the project
- logic model
- value chain
- road map
- CSFs

1300 Lunch

1400 Mode of working
- bibliography
- sources
- Mendeley or what?
- working papers

Wednesday 19th October

0730 Breakfast

0830 Checkout and depart for campus

0900 Action planning
- back to the project plan (attached)
- resource allocation, who does what

1100 Personal research
Each to present and discuss ideas, relating them to the SAICTED project

1300 Close of meeting

1920 Flight SA367 departs OR Tambo to CPT

Work plan

The work plan presented in the proposal is given below. As indicated, the first step in the project will be to negotiate and agree a detailed project plan that will assure the achievement of the intended work. For example, it will be necessary to refine the details of the plan to take particular account of the actual budget awarded, researchers' backgrounds, competencies and capabilities. However, the work plan identified below is the agreed foundation for the study and will not change in scope, rather in depth.

Phase	Activities	Deliverables
PROJECT MANAGEMENT		
Develop detailed project plan Progress reporting Team communications Deliverables management	Establish a project management regime Administration, team meetings and document management	Detailed project plan Progress reports
PHASE 1: META-STUDY		
Identify and examine: Theories of IT and IS strategies Theories of IT adoption and acceptance Theories of education Theories of e-learning Theories of technologies in education (not e-learning) Document and publish	Undertake a meta-study of existing research relating to ICTs in education Study of the theoretical literature Analysis of the literature content Identification and documentation of key concepts Undertake a review of applied research literature Study of the applied research literature Bibliography development and management Examination of instantiation of key concepts (see above) Further rule-based modelling	Workshops Working papers Peer reviews Bibliographic collections Report Conference papers Journal papers
PHASE 2: TWO PERSPECTIVES - WHERE WILL ICTS WORK WELL?		
Working with the outputs of the meta study, develop taxonomies and map the two perspectives: • Review and evaluate specific areas of interest • Undertake a further literature review in each of the key areas of interest(keyword and citation search and analysis) • Develop a shared bibliography • Examine evidence of the use of ICTs and the consequences • Develop a categorisation of examples of the use of ICTs • Refine • Finalise, document and publish	Establish a candidate conceptual model, making clear the key domains of interest (based on process and progression, that sum to embrace all of education). Team workshops Focus groups with external stakeholders Rule-based modelling and ontological development	Workshops Working papers Peer reviews Bibliographic collections Report Conference papers Journal papers
PHASE 3: REFERENCE MODEL FOR ICTs IN EDUCATION		
Using the conceptualisation as an analytical framework: • Build and analyse a library of case studies exemplifying success and failure in the use of ICTs in education • Identify areas where ICTs may have application. • Map teaching and learning processes to progression of education (the two principal perspectives)	Consolidate and unify the conceptualisation Team workshops Peer review Using the conceptualisation as an analytical framework: Team workshops Stakeholder workshops Expert review Develop adoption, imlementation and	Workshops The reference model Working papers Expert reviews Bibliographic collections Report Conference papers Journal papers

- Review the potential of ICTs in education
- Locate the potential application domains in the mapping
- Develop a portfolio view of present and future opportunities
- Populate the model with empirical data
- Document
- Publish

management guidelines
Scenario analysis
Programme and project planning

PHASE 4: KNOWLEDGE BASE

Undertake scenario analysis
Prepare adoption, implementation and management guidelines
Prototype a wiki as a “container” for the body of knowledge
Develop a wiki management scheme
Populate wiki with content and review
Operationalise
Promote
Assess
Document
Publish

Build a wiki as a “container” for the body of knowledge
Prototyping
Community engagement
Quality control
Authoring
Promoting
Deploy the body of knowledge by engagement with and education within educational institutions

Workshops
Roll out plan
Wiki
Container
Content (including all papers from previous phases)
Management scheme
Report
Conference papers
Journal papers

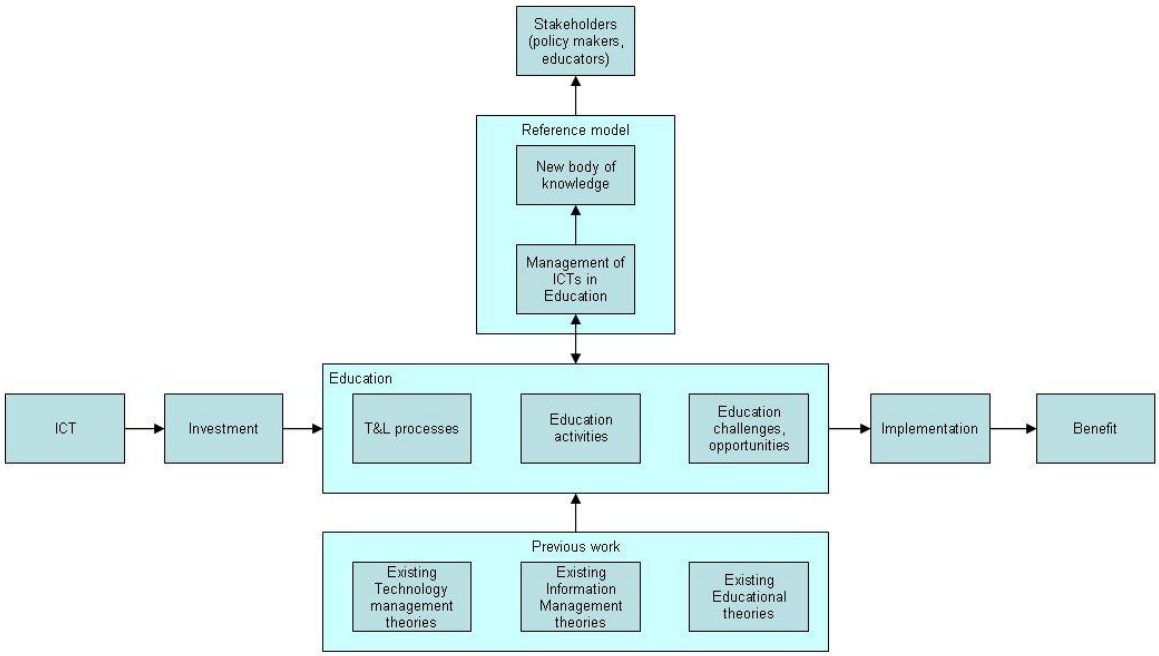
CLOSURE

Assess project against plan
Review achievements against objectives
Write final report

Final project report
Diploma content
Degree content
Short courses
Enhanced national human resource:
Doctorates
Masters
Informed educators
Informed policy makers

OUTCOMES

More effective investment in ICTs for education
More effective education using a new body of knowledge
More effective education at all levels


Stakeholders (policy makers, educators)
Reference model
New body of knowledge
Management of ICTs in Education
Education
ICT
Investment
T&L processes
Education activities
Education challenges, opportunities
Implementation
Benefit
Previous work
Existing Technology management theories
Existing Information Management theories
Existing Educational theories