

the centre for
excellence in
media practice

cemp

A nighttime photograph of a building entrance. The building features a large, illuminated red banner across the top of the entrance area that reads "Year in Review 2007/2008". The entrance is framed by three large, arched doorways. The scene is lit with warm, golden light from the building's interior and exterior lights, creating a starburst effect. In the foreground, a dark asphalt surface has the words "NO PARKING" painted in large, white, sans-serif capital letters. The overall atmosphere is festive and celebratory.

Year in Review 2007/2008

NO PARKING

camp



CONTENTS





01. Introduction by Steering Group Chair	02
02. Annual Review	04
03. Tools, Structures & Mechanisms	08
04. Response to External Evaluators Reports 2006/2007	10
05. Self Evaluation	14
06. Key Priorities	16
07. External Examiner Reports	18



01

convenient for you - even
from the doctor's surgery
local leisure centre. Access
latest treatment, one-to-
group sessions and on-going
means you're up to 4 times
likely to stop for good than
so will power alone.

As chairman of the Steering Group, I am delighted to be able to introduce this third annual review of CEMP's activities.

We are clearly living through a revolution of unprecedented speed and depth in the creative media industries. And in that exciting and deeply challenging environment, CEMP has a key role to play. In a remarkably short space of time, it has established itself as a significant force for innovation and change. Within our own Media School, in the Higher Education sector at large, and within industry itself, CEMP has challenged established thinking, proposed creative solutions and demonstrated new ways of working.

But CEMP also faces its own challenge. The original HEFCE funding established CEMP for five years, and so now the energy and impetus that it has created must be harnessed to build sustainability. This is essential if CEMP is to foster its work as a major centre for research into media education and its associated spin-out projects. I am confident that the team will be able to achieve this and very much look forward to working with them on that journey.

Finally, I want to put on record my sincere debt of gratitude to Chris Wensley who this year stepped down as Director of CEMP. Chris led the original bid to HEFCE and established CEMP as the open, inclusive, creative and positive group that we know today. He will be much missed, but I am very pleased that Jon Wardle, who has worked closely with Chris over the past few years, has been appointed as Director, thus ensuring both continuity and new growth.

Stephen Jukes

Chair of the Steering Group &
Dean of the Media School



We are clearly living through a revolution of unprecedented speed and depth in the creative media industries. And in that exciting and deeply challenging environment, CEMP has a key role to play

Introduction by
Steering Group Chair

**Consequently,
the task now
is to maintain
CEMP as the
leading centre
for research and
innovation in
media education
in the UK.**



**CEMP
01202 965646**

With the Centre just past the mid-point of its funding period, the CEMP team have taken the opportunity to review the Centre's performance to date, to identify successes as well as areas needing further attention, and to develop strategies to ensure sustainability.

The initial bid to HEFCE to become a CETL was written almost five years ago and CEMP has achieved all its significant objectives, namely to develop a range of negotiated degrees, to develop an online tool to support peer assessment, to embed a system of peer mentoring and to set up a network of curriculum developers to support the sharing of best practice nationally. Consequently, the task now is to maintain CEMP as the leading centre for research and innovation in media education in the UK.

The end of direct HEFCE funding in two years' time creates a funding challenge, which inevitably will have considerable impact on the types of projects and activities that CEMP undertakes. For example, Centre staff currently deliver a large number of free workshops (over 60 in 2007-2008 at Glamorgan, Falmouth, Salford, Teesside etc), however CEMP will be forced to charge for this activity post 2010.

New appointments have been made to enable CEMP to attract new funding by strengthening its research capability. This year the Centre has appointed a Professor of New Media Environments (Stephen Heppell) and a Reader in Media and Education (Richard Berger), and has also committed to funding two additional doctoral students. There has already been a significant increase in bids for funding to a range of organisations, both research councils and commercial funders.

Therefore a change in focus may be noticed within this review, as during 2007-2008 CEMP has started to operate with the post 2010 funding situation in mind.

Finally the development of this Year in Review coincides with the retirement of Chris Wensley as Director and the appointment of Jon Wardle as his successor.

We have identified specific areas of focus which best describe our progress to date and which will shape our future work.

A. New Pedagogic Approaches

This year work has been focused upon five pedagogic areas:

- **Academic Assertiveness** – Jenny Moon's work on developing critical thinking led to research activity and a subsequent book (to be published by Routledge in December 2008) which argues that students need to develop intellectual confidence in order to challenge the theories and concepts they are introduced to as part of the curriculum, as well as challenging existing creative practices in their production work. The book and associated workshops propose strategies for HEIs to develop these qualities in their students.

- **Student Choice** – During the 2007-2008 academic year, CEMP funded Richard Scullion, an academic from the Corporate Marketing Communications academic group, to work with the CEMP team to carry out research into the academic options presented to students and the factors which influence their choices. After conducting a large number of interviews, Lizzie Nixon and Richard Scullion identified significant themes which affect student academic decision making and have been disseminated to other staff to inform how they offer options for study and for negotiated assessment in the curriculum. The results have also been written up and are under review by two educational journals. Lizzie and Richard are presenting at a number of international conferences in the coming academic year.

▪ **The Role of Storytelling in HE** – building upon the work of Jenny Moon in this area, CEMP has funded Jim Pope, a member of staff in the Journalism and Communication group, to develop his work on interactive storytelling in the curriculum, and has also appointed a doctoral student to work in this area. Jenny's work on the role of story as a tool to assist with student understanding of complex theories and concepts was further developed during her visit to Newfoundland University in Canada and has led to a book commissioned for publication in 2009.

▪ **Creativity** – in CEMP's 2006-2007 Year in Review, it was reported that a doctoral student was appointed to examine ideas for developing creativity in student work as well as with media professionals, and the associated challenge in HE of how to assess such work. Mark Readman was awarded this bursary and has already presented papers at Bournemouth University events and externally at Newman University College. He is currently working with a large number of course teams to identify and document good practice.

▪ **Exhibition** – since 2005 CEMP has developed two Masters courses: one for media professionals and one for media teachers. Both courses are delivered via online learning, and both include a unit entitled 'Exhibition' which requires the student to share their research and/or creative practice with an audience which they negotiate with their tutor. In both courses this unit has been very well received by students, several of whom commented that it changed their relationship with their project work and raised the quality of their enquiry. During this academic year, CEMP will be undertaking a research study to quantify the benefits and issues associated with this approach with a view to incorporating it further into media education practice as an alternative to other final degree assessments.



**New appointments have
been made to enable
CEMP to attract new
funding by strengthening
its research capability.**

B. Agile and Tailored CPD Programmes

CEMP's analysis of HE media departments revealed that very little media education has been designed to accommodate non-traditional learners. Although institutions do excellent work supporting full-time students at both undergraduate and postgraduate levels, flexible, part-time routes designed to meet the needs of those in work, those wishing to study from a distance, or those not wishing to sign up for full awards are often neglected. A key part of CEMP's work since 2004 has been to develop courses of study to meet these needs. For example, MA Creative Media Practice and MA Creative & Media Education. In 2007-2008 the Centre's work has developed in the following areas:

- **Digital Retreats** – during 2008 CEMP identified a need within many corporate teams for what it describes as 'Digital Retreats'; two day workshops allowing participants to experience some of the latest technologies whilst being challenged on their application to the participants' circumstances. CEMP has recently agreed to deliver a Digital Retreat for Ofcom staff in early 2009. It is the Centre's intention to run more of these and to look into the appropriateness of attaching credits to the work undertaken.

- **Credit Bearing Short Courses** – the Centre's research with media professionals has shown that very few wish to enrol on lengthy programmes of study but would prefer to enrol on short courses which may ultimately lead to an award at Masters level. CEMP is currently validating thirty 20 credit units in a range of media topics including media management, computer animation and journalism. These units will be delivered by a two day residential in Bournemouth followed by online study.

- **Professional Accreditation** – in 2007 CEMP arranged for the Media School to become an Apple Accredited Training Centre, and is currently in the process of applying to become a Digi Design Centre. CEMP considers these professional awards to be a valuable addition to the CV of the Centre's existing students, and a service to its alumni, as well as being an income generation activity for CEMP.

The Centre's work in these three areas supplements its existing activity and has begun to stimulate new thinking about higher education engaging new types of learners, particularly those already in employment, amongst CEMP's collaborators and competitors. It is also important to note that this work has usefully coincided with HEFCE's increased emphasis on employer engagement in HEIs.



liquorice
YOURSELF

Only!

£ 1,39

**CEMP has
focused on the
development
of three
online tools**

03

The success or failure of many of the pedagogic curriculum innovations proposed and modelled by CEMP depends upon the quality tools, structures and mechanisms to ensure their effective delivery. During 2007-2008 CEMP has focused on the development of the following three online tools in the belief that they will have a national impact and generate revenue for the Centre.

- **CASPAR** – Computer Assisted Self and Peer Assessment Ratings is an online tool for arranging and supporting students in groups and for self and peer assessment. It contains support to aid tutor moderation, is fully customisable, and has at its heart a focus on formative feedback which supports student development of group working skills. During 2007-2008 the focus has been on preparing CASPAR for release to other HEIs. This work has gone very well and CASPAR is now being used by 27 HEIs internationally. See www.cemp.ac.uk/caspar

- **Box of Broadcasts (BoB)** – Box of Broadcasts is a system which enables staff and students to request, via the web, a TV or radio programme by selecting from a 7 day electronic programme guide or from a rolling archive of previously recorded material. The programme is then recorded and converted to Flash, which students and staff can view online either on or off campus. During 2006-2007 the focus was on making BoB operational for the Media School; during 2007-2008 the focus has been on supporting the uptake of BoB across Bournemouth University. During 2008 CEMP also entered into an agreement with the British Universities' Film and Video Council to launch BoB as a subscription national service. See www.bobnational.net

- **Parashoot** – Parashoot is a simple, yet effective way, of undertaking online risk assessments for television and film productions. Parashoot's flexibility means it can help a wide range of media companies, and it is expected that production companies, broadcasters and further and higher education institutions will experience immediate benefits from using Parashoot. Parashoot will be trialled by a number of productions in winter 2008 with a view to rolling it out in 2009. The system has already attracted significant interest from HEIs nationally and a number of leading media companies have asked for CEMP staff to demonstrate the system with a view to using it themselves. See www.parashoot.co.uk

The tools, structures and mechanisms detailed above are only some of those that CEMP staff have been developing during 2007-2008. For example, CEMP continues to develop both Encyclomedia and Bibliopedia with a view to a wider release during 2009, and has also developed an online learning tool for Thomson Reuters in collaboration with CiC. The success of this project has resulted in CEMP and CiC securing 'Knowledge Transfer Partnership' funding from the ESRC. CEMP was also asked to rework Dialogue Box for the DCMS Horizon Scanning project "Horizontal". Finally, CEMP staff continue to support internal School initiatives approved for funding by the CEMP Pedagogic Innovation Fund. See Appendix A for further details.



04

In their 2006-2007 reports, CEMP's external evaluators raised the following comments and issues.

Further Evaluation of Peer Assisted Learning


Having funded PAL across all of the undergraduate Media School degrees for three years, the Centre funded a colleague, Sue Court, to review the operation of PAL in the School, to tailor the resources accordingly and to produce a research paper for publication. This has now been published in the Journal Research in Post-Compulsory Education.

Analysis of the use of Interactive Handsets

The use of the interactive handsets in the School has proved difficult to administer due to the portable nature of the equipment and the Centre has been unable to motivate staff to use them effectively. Consequently, the intention is to donate the set to the BU Educational Development Service for wider use in the University.

Raising awareness of CEMP within BU

During 2007-2008, CEMP staff have contributed to a range of University staff development events, delivered a unit on MA Academic Practice, led sessions at the University Education Conference, presented at senior staff meetings and contributed to several School learning and teaching development programmes. In addition, a number of non-CEMP staff have chosen to make the Centre the home for their own research activities.



**ONE MAJOR DEVELOPMENT
WAS THE MEDIA EDUCATION
SUMMIT 2008, WHICH
ATTRACTED MORE THAN 140
DELEGATES FROM OVER 65
DIFFERENT HEIs**

Response to External
Evaluators Reports
2006 - 2007

Facilitating Curriculum Developer Collaborations

The Curriculum Developers' network remains at the heart of the Centre's dissemination activity and continues to meet twice a year. In early 2007, CEMP made funds available to enable three cross-institution Curriculum Developer group projects. For example, the universities of Teesside, Liverpool John Moores and Birmingham City are collaborating to produce a website to enable students to share drafts of their work and to comment on the work of others. This site is due to launch in late 2008 / early 2009. See Appendix C for details of CEMP's Curriculum Developer partners.

More Focus on Undergraduates

It is the Centre's opinion that most staff development activity in the institutions of the Curriculum Developers' is concerned with traditional learners on undergraduate programmes. Consequently, as described above, CEMP has initiated discussions about engaging part-time flexible learners. Many of the themes the Centre has explored through research and development projects, such as creativity and exhibition, are generic and have value for undergraduate learners.

Raising Awareness of CEMP across HE

During 2007-2008 CEMP has raised its profile beyond that of its existing partners. CEMP has worked closely with the Art, Design and Media Subject Centre of the Higher Education Academy, contributing to events and publications they have produced. For example, Richard Berger chaired two panels at the ADM-HEA's Annual Forum in Manchester on the 1st May. One major development was the Media Education Summit 2008, organised and hosted by CEMP, which attracted more than 140 delegates from over 65 different HEIs, as well as representatives from government agencies.

CEMP Associates

Although this remains a priority, the appointment of new staff within the Centre has meant that work in this area has not developed as quickly as anticipated. This will be addressed this year by the appointment of at least four CEMP Associates.



Project / Research Divide

The division between CEMP projects and research highlighted by the external evaluators, led the Centre to reflect on the relationship between CEMP research and project work and to ensure that these activities dovetail as much as possible and are communicated effectively externally. The CEMP website has been reworked to ensure the synergies between the two are clearer. The development of CEMP papers has continued, enabling colleagues in the School, the University and elsewhere to share good practice and to develop research activity prior to external publication.

Engagement with Industry

Trade Bodies

CEMP's work with trade bodies has involved collaboration with Skillset as a key representative of industry opinion. For example, CEMP staff have chaired the national 14-19 Creative & Media Diploma Development Partnership and have advised on continuing professional development pedagogic approaches. However, the Centre is aware of the need to broaden its relationship with other trade bodies and intends to do so during 2008-2009.

Digital Academy

The Centre has responded to this suggestion by developing Digital Retreats (described above), seen as a key to CEMP's engagement with industry partners. A growth in the breadth of partners and the number of retreats delivered is anticipated in the coming years. It is also envisaged that this will be effective in showcasing student work in a more engaging way. CEMP's new Professor, Stephen Heppell, also does significant work in this area through Be Very Afraid, his annual event at BAFTA, which includes a significant Bournemouth student contribution.

Business & Management Focus

This is an area CEMP has addressed more directly on the MA Creative Media Practice by including work dealing with key business and management challenges faced by media companies. In addition, a management pathway has been developed on the new Short Course Framework which includes units on Managing Creativity and Intellectual Property Management.





Evening Standard

WEST END FINAL LATE NEWS

CEMP NOW FACES THE CHALLENGE OF MOVING FROM BEING A HEFCE FUNDED ACTIVITY TO A MORE ENTREPRENEURIAL GROUP

Evening Standard
www.thisislondon.co.uk

Newspaper Group

05

During the past year the Centre has addressed some of the long-standing issues it has faced, including strengthening the research leadership in the Centre with the appointment of a Professor and a Reader; placing greater emphasis on research by directing more funding at this area, not only by these two new appointments but also by committing to the appointment of two bursary-funded doctoral students; entering into a collaboration with other partners to develop a new journal concerned with media education; increasing the size of the team to ensure that the Centre is less dependent upon the activities of two or three members of staff; and reaching out to new audiences through the highly successful Media Education Summit.

CEMP still faces the challenge of further engagement with staff in the Media School and across the University, particularly those who rarely attend learning and teaching activities. The Centre has always striven to be open and inclusive but is aware of the need to develop new ways of encouraging such staff to engage with CEMP. Recent research carried out by CEMP with a group of international universities demonstrated that, in the Media School as well as in the other HEIs, staff attitudes to their teaching are more radical and innovative than their practice. This year CEMP will endeavour to identify the barriers preventing 'better' teaching and work with the School to breakdown such barriers wherever possible.

Externally, the Centre recognises the need for further engagement with more professional bodies and to raise awareness of its' work with a wider range of companies and businesses. The key factor to raising awareness will be to demonstrate CEMP's worth through a body of work, innovative projects and cutting edge research. With new appointments and products, the Centre feels that it is in a position to do this.

Finally, as has been referred to elsewhere, CEMP now faces the challenge of moving from being a HEFCE-funded activity to a more commercial, entrepreneurial group which has a new business sense of income-generating activities and profit margins. This will be a step change for some colleagues and for the University systems which support such work. It will also mean that, in the future, staff will have to prioritise commercial benefits when deciding projects, which will inevitably mean a change of relationship with some of the Centre's partners.

However, CEMP is confident that it is in good shape for the challenges ahead, and that it will flourish in its new environment.

- to launch a range of credit-bearing short courses designed to serve the needs of working professionals;
- to increase the number of doctoral candidates in the Centre through funded bursaries and through the launch of a new CEMP doctoral track;
- to increase income through externally-funded research and enterprise projects and through the exploitation of project IP;
- to organise and deliver another Media Education Summit;
- to work towards the launch of a new journal concerned with media education.





CEMP
targets for
2008-2009

Key Priorities