

«Title» «FirstName» «LastName»  
 «JobTitle»  
 «Company»  
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 «City»  
 «State»  
 «PostalCode»  
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Prof Dai Griffiths  
 Chair of the Research Committee  
 Institute for Educational Cybernetics  
 University of Bolton  
 Deane Road  
 Bolton  
 BL3 5AB

25 October 2011

Dear Dai,

I have been contacted by Richard Millwood to clarify his contribution in practice to work that we have collaborated on for the purpose of registration for the degree of PhD by Retrospective Practice at the University of Bolton.

I am happy to confirm that his contribution for work I am named in connection with was as indicated in the table below.

| Ref | Date         | Title   | Scope   | Contribution   | %  |
|-----|--------------|---|---|--|--|
| P1  | 1976 to 1980 | Teacher of Mathematics and Computer Studies at Scott Lidgett School             | Taught Mathematics to mixed ability groups from 11-16 and sixth form A-level groups. Took responsibility in 1978 for Computer Studies and created whole school curriculum analysis in 1979. | Created 'revelatory' interactive graphics software for teaching bearings as a game based on NDPCAL research findings. Analysed school curriculum and designed effective presentation.  | 100  |
| P2  | 1980 to 1990 | Researcher in the Computers in the Curriculum Project at Chelsea College London | Software development, team leadership, development of guidelines informed by research and eventual teacher education and Masters teaching.  | Developed many educational programs, guidance documents, course materials and developed analytical models for interface design.  | 100  |
| P3  | 1990 to 1997 | Senior Lecturer in Ultralab at Anglia Polytechnic University                    | Teacher educator for BEd, PGCE and Masters level, developer of interactive multimedia and research team leader.   | Developing course materials, employing grounded theory to develop teacher profiling tool, developing online Masters programme. Building Ultralab as a developer, technical expert and mentor in the design of interactive multimedia software. | 25% (with Prof Stephen Heppell and others) |

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| <b>P4</b>  | 1979 to 1985 | Member of Microcomputers in Computer Education (MICE)  | Group of Computer Studies teachers concerned to create interactive software for learning concepts in computing   | I developed my own program but also helped critique colleagues designs.  | 100%   |
| <b>P5</b>  | 1988         | An analysis of a single interaction                    | First published in 'Design Guide for the Procedure Library' published by the Computers in the Curriculum Project.  | I co-authored the design guide and co-created the diagram and analysis published.  | 50% (with David Riley)                                     |
| <b>P6</b>  | 2003         | Ultraversity   | A new fully online work-focussed degree employing multiple innovations, created by a small team and further developed by a 20 strong team for which I had overarching responsibility. 144 students graduated in 2006.  | I co-developed the validation documents and mentored the team.   | 20% (with Prof Stephen Heppell, Stephen Powell and others) |
| <b>P7</b>  | 2009         | Analysis of learning - expression and evaluation       | A cybernetic inspired model of the learner activity which promotes learning, inspired by Kolb's models, but addressing modalities and technological support.   | This is my original analysis, part of multiple keynote presentations at national and international conferences.                                  | 100%   |
| <b>P8</b>  | 2009         | Analysis of education - the learner's perspective      | A model of learner's decisions to progress in learning which ties in the full educational context.   | This is my original analysis, part of multiple keynote presentations at national and international conferences.                                  | 100%   |
| <b>P9</b>  | 2009         | Analysis of education – the stakeholders' perspectives | Simple models of key questions faced by teachers, organisational leaders and governments to sustain their educational contexts.  | This is my original analysis, part of multiple keynote presentations at national and international conferences.                                  | 100%   |
| <b>P10</b> | 1986 to 1991 | Member of the London Mental Models Group               | A multidisciplinary research group led by the late Joan Bliss of King's College London involving staff in science, mathematics and history education, but also in language, cognitive psychology, educational computing, expert systems and artificial intelligence. | I participated and contributed to seminars considering models of learning with technology.   | 5% (Project lead by the late Prof Joan Bliss)              |
| <b>P11</b> | 1987 to 1993 | Renaissance Project funded by Apple Computer           | A higher education interactive multimedia CD-ROM development project.  | I helped design, collate, program and took sole responsibility for technical production of some of the earliest CD-ROMs developed for education. | 20% (with Prof Stephen Heppell and others)                 |

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|------------|--------------|---------------------------------------|--|---|---|
| <b>P12</b> | 1994 to 2000 | Learning in the New Millenium Project | Sponsored by Nortel this was a longitudinal project which connected academics, engineers at Nortel and school pupils in an online learning community.  | Mentor, PhD supervisor for the lead researcher.   | 5% (with Prof Stephen Heppell, Carole Chapman and others)           |
| <b>P13</b> | 1997         | The Online Learning Network           | An Institute for Public Policy Research funded project in advance of the University for Industry (Ufi). Education professionals from the school, museum, HE, broadcast and private sectors generated dialogue on a selection of issues, and participated in "online experiences" to demystify and learn how use ICT effectively. | Mentor to project leader and contributor to the online community design.  | 10% (with Prof Stephen Heppell, Leonie Ramondt and others)          |
| <b>P14</b> | 2000 to 2003 | Talking Heads and Virtual Heads       | Projects to develop informal and formal learning for the UK's head teachers.   | Mentorship and hands-on practical help to establish project and design interactive multimedia learning resources.                     | 5% (with Prof Stephen Heppell and others)                           |
| <b>P15</b> | 1996 to 2000 | TeacherNet UK                         | A proposal for a national online community of practice for teachers.   | Co-developer of the ideas and design, director of the organisation and designer and developer of web-site.                            | 25% (with Prof Marilyn Leask and others)                            |
| <b>P16</b> | 1998 to 2000 | Étui                                  | Development of an educational toy to support children's learning as part of a European project in the Experimental Schools section of the i3 network (Intelligent Information Interfaces). The device stimulated meta-level learning awareness, problem solving, creativity and collaboration through activities.                | Mentorship and development of key concepts of meta-level learning. Data collection in field research and data analysis and reporting. | 20% (with Prof Stephen Heppell, Professor Dai Griffiths and others) |
| <b>P17</b> | 2000 to 2005 | Summer School                         | A collaboration with the South East of England Virtual Education Action Zone to establish the capabilities in young people for digital creativity using technology.  | Mentorship, organisation and presentation at the Victoria and Albert Museum.  | 10% (with Prof Stephen Heppell, Matthew Eaves and others)           |

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| <b>P18</b> | 2002 to 2004 | Input BBC   | A collaboration between Children's BBC Television and Ultralab to explore the future of kids TV. Computers and digital video cameras were placed in schools, community and learning centres across the North of England to find out what television could be like if children were to make it themselves.  | I co-directed the project with TV producer Cathy Derrick and took part in the organisation of workshops, gathering and analysis of data, design of web site and online survey.                                     | 25% (with Prof Stephen Heppell, Matthew Eaves, Cathy Derek and others) |
| <b>P19</b> | 2003 to 2006 | Ultraversity                                      | An undergraduate degree programme with a personalised programme that enabled students to gain a degree in three years through researching into their current work role. The focus of the degree is on students 'understanding why and knowing how to ' and develops individuals to become articulate, critically reflective problem solvers within their work context. | Initially involved as co-writer of the validation documents, designer of marketing and publicity and developer of key concepts. Ultimately I was responsible for oversight of the project which involved 20 staff. | 20% (with Prof Stephen Heppell, Stephen Powell and others)             |
| <b>P20</b> | 2007 to 2011 | Inter-Disciplinary Inquiry-Based Learning Project | A framework model for undergraduate and postgraduate learning based on the Ultraversity work, but intended to support innovation at the University of Bolton.  | Collaborator with two others to develop model further and to collect data, analyse and produce peer-reviewed publications.   | 20% (with Oleg Liber, Stephen Powell and Mark Johnson)                 |
| <b>P21</b> | 1992 to 2011 | National Archive of Educational Computing         | A research and public archive of artefacts, papers, software and media recording the UK history of technology enhanced learning.   | Initially collaborator in acquisition and formulation of concept, latterly director and developer of web-site. Direction and development of research methodology, cataloguing, curation and interpretation.        | 75% (with Prof Stephen Heppell and others)                             |

If you require further information please do not hesitate to get in touch with me.

Yours faithfully,

[ SIGNED ]

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