

Form Name:	Newton Institutional Links April 2016
Submission Time:	June 26, 2016 11:51 pm
Browser:	Firefox 47.0 / OS X 10.7 Lion
IP Address:	77.101.65.132
Unique ID:	261790533
Location:	51.540699005127, -0.19640000164509

## Application form for Newton Institutional Links grants

Before continuing, please confirm that you have read and understood the above notice.	I confirm that I have read and understood the above notice.
---	---

## Institutional Links Grants - Application

Working title	JOLLY: Jokes On-line to improve Literacy and Learning digital skills amongst Young people from disadvantaged backgrounds.
Duration of collaboration (in months)	24
Proposed start date	01/04/2017
Total value of grant requested	286455
UK principal applicant name and title	Professor Rosemary Luckin
UK principal applicant gender	Female
UK lead institution	University College London
Partner country	Philippines
Partner country principal applicant name and title	Professor Ma. Mercedes Rodrigo
Partner country principal applicant gender	Female
Partner country lead institution	Ateneo de Manila University

## 1. Proposal Summary

Please give a short summary in plain English of the Institutional Links collaboration and the research/innovation area(s) to be covered. This should be a statement for a non-specialist audience, giving the rationale for the collaboration, briefly describing what will be done and summarising its potential impact on economic development and/or social welfare in the partner country.	<p>The JOLLY collaboration will develop innovative web based technology to improve English comprehension and digital skills amongst disadvantaged Filipino children transitioning from primary to secondary school. Disadvantaged children often lack the comprehension skills needed at secondary school due to poor access to resources, learning opportunities or help at home. Up to 40% of 6th grade Filipino students have average to poor mastery of English: one of two official languages. Literacy is significantly related to life chances, long-term aspirations and self-efficacy. Digital skills are also vital in modern technological society, allowing learning across cultures. JOLLY will train students to use digital technology to understand, create and share joking riddles: an approach that has previously produced improvements in reading comprehension and digital proficiency. JOLLY will motivate children to learn through fun exchanges of humour: a powerful component of Filipino and British cultures.</p>
--	---

## 2. The Research Project

<p>Objectives of the project (up to 5; specific and achievable)</p>	<ul style="list-style-type: none"> <li>- To increase reading comprehension and digital skills amongst learners aged 11-12 years old by using technology to engage them in understanding, creating and sharing joking riddles;</li> <li>- To help young people to make the transition from primary to secondary school and increase their chances of using education to break free from the cycle of deprivation and disadvantage;</li> <li>- To develop a user centred design process with teachers and learners through which they can contribute to the design of the activities and software we develop to support their understanding, creation and sharing of riddles.</li> </ul> <p>This should also increase student and teacher effectiveness and self confidence;</p> <ul style="list-style-type: none"> <li>- To build a collaborative partnership between academic and non-academic partners in the UK and the Philippines that will endure beyond the lifetime of the Newton grant funding;</li> <li>- To build capacity across the UK and Philippines through developing the skills and expertise of young researchers, teachers and students.</li> </ul>
<p>Key deliverables and anticipated outputs.</p>	<p>User Centred Design (UCD): workshops to introduce stakeholders to the design process;</p> <p>Internal report: analysis of interaction data from paper-based resources;</p> <p>Internal report: results from the initial UCD workshops;</p> <p>Public Event: project promotion and presentation of initial results;</p> <p>JOLLY project website with access to resources as they develop;</p> <p>UCD: workshops to develop the software design with stakeholders;</p> <p>Software development of prototype;</p> <p>Internal report: analysis of interaction data from the software prototype;</p> <p>UCD: workshops to improve the software prototype with stakeholders;</p> <p>Software development of Version 1;</p> <p>Infrastructure design for continuous stakeholder exchanges;</p> <p>Teacher workshop: training for teachers with the software;</p> <p>Conference Publication: students' use of paper-based materials;</p> <p>Journal Publication: the findings from the user design process;</p> <p>Journal Publication: the findings from the software evaluation;</p> <p>Public event: presentation and dissemination.</p>

<p>Please provide details of the work that is to be undertaken in the proposed Institutional Links Collaboration and place it in its scientific context.</p>	<p>UNESCO (2011) reports that Philippine government spending on education only grew by 0.2% from 1999 to 2008, despite the fact that the Philippine economy grew by 5% in the same period. As a result, more and more Filipinos are illiterate, the country has an increasing number of out-of-school youths, and those who do graduate are not prepared for the workforce (Philippines Department of Education, 2008). One of the economic consequences of this inadequate preparation is that a large segment of the population is unable to participate in high-skill, high-value industries such as BPO (Alava, 2010);</p> <p>A clear link between a learner's understanding of the ambiguity in riddles and their English comprehension has been demonstrated (Yuill, 1988; Yuill and Oakhill, 1988). An trained group of children improved significantly more than those given decoding practice; The role of peer discussion in fostering comprehension improvement has also been demonstrated (Yuill, 2009). 24 children who worked in pairs to discuss and resolve ambiguities in joking riddles showed an increased reading comprehension significantly more than a group of 24 no-treatment controls; Computers have been shown to be effective at structuring and supporting collaborative discussion (Luckin et al., 2012). Specifically technology has been used effectively to scaffold collaborative discussion between pairs of students to promote the joint construction of meaning from ambiguous language (Yuill et. al. 2009);</p> <p>Personal narrative sharing and voicing opinions through online international children's communities has been shown to lead to increased sense of empowerment, widening of perspectives and development of common forms of communication (e.g. Cassell and Tversky, 2005);</p> <p>Technology is increasingly shown to improve literacy skills of children with varying skills (Cassell, 2004);</p> <p>A wide literature discusses the way in which User Centred Design can benefit stakeholders (e.g. Norman &amp; Draper 1986; Carroll, 2002).</p>
--	--

Indicative timetable with milestones covering the entire lifetime of the grant requested.	<p>April-June 2017.  Researcher training, paper-based prototype designed and introduced in schools. Start data collection.  MILESTONE: UCD process and data collection underway.</p> <p>July-September 2017  Data analysis and continuing UCD process.  MILESTONE: Design of software prototype.</p> <p>October-December 2017  Continued UCD process, software prototype implemented;  MILESTONE: Software ready for use.</p> <p>January - March 2018  Training workshops and evaluation study;  MILESTONE: Software under evaluation</p> <p>April - June 2018  Young researchers' Workshop.  Continuing UCD process.</p> <p>July-September 2018  Continued empirical work.  MILESTONE: Evaluation of software prototype completed.</p> <p>October-December 2018  Data analysis and revised design produced.</p> <p>January-March 2019  Writing-up, publications, public event and dissemination workshops  Planning for continuation of collaboration  MILESTONE: Evaluation of JOLLY software completed.</p>
---	--

### 3. Pathway to economic development and social welfare

<p>Please outline a plausible pathway between the outcomes of the research addressed by the collaboration and a positive tangible impact on the lives of vulnerable populations in the partner country. Please describe how the research may contribute to the economic development and social welfare of the partner country within a reasonable time frame (3-15 years).</p>	<p>JOLLY will work with the Ateneo Center for Educational Development (ACED) in the Philippines and with the Self Managed Learning College in the UK. Both these organisations work with disadvantaged young people across the transition from primary to secondary school. JOLLY has a particular focus on improving young people's literacy (both digital and reading comprehension), which has a significant relationship to people's life chances. People with poor literacy are more likely to live in non-working households and overcrowded housing. Developing literacy skills can break the vicious cycle of deprivation and disadvantage. Digital skills are vital for searching for employment and for increasing confidence. The economic and social welfare of the Philippines will benefit from young people who have increased literacy levels and good digital skills. Greater educational attainment has accounted for about half of the economic growth in OECD countries.</p> <p>Initially we will use paper based materials as part of a participatory User Centred Design (UCD) process with teachers and students to develop culturally appropriate activities involving the understanding and sharing of joking riddles. Joking riddles rely on an ambiguity of meaning, for example: "What happened to the paper shop? It blew away". These paper based activities will act as the starting point for developing an on-line tool on an existing platform that will enable many more young people to create and share joking riddles, including students in the UK with whom Filipino students will communicate. Building on our substantial expertise and experience of UCD, learning analytics and working with disadvantaged children in and outside of the UK, the research team will use web technologies as well as data analytics to drive educational innovation to enable a large number of people to benefit from both increased literacy and digital skills. A key part of our approach is to train young researchers to build capacity and expertise.</p>
--	--

<p>Please identify relevant stakeholders and potential users of the research and describe any existing engagement with them.</p>	<p>Teachers and students: Dr. Rodrigo and ACED have developed digital literacy materials for public school teachers and helped deliver the training in Metro Manila and the provinces. Past collaborations between Dr. Rodrigo and ACED led to the installation of learning software in public schools with the systematic collection of usage data and ACED and its network of schools is eager to learn about new ways in which technology can support learning and to develop teacher competencies both in content and pedagogy. The UK team also has existing relationships with primary and secondary schools and JOLLY will work with them to identify students who would be able to build online relationships with Filipino students. The UCL Institute of Education is the leading teacher-training organisation; this will enable us to effectively disseminate our findings to classroom practitioners. ACED, in partnership with faculty members of the Ateneo, also regularly offers public school teacher training and findings from JOLLY will be disseminated to schoolteachers and administrators as part of these regular training sessions. National &amp; Regional Policy makers:</p> <p>We will work with the Philippines Department of Education and its public schools who are already in partnership with ACED. Existing relationships between ACED and the school system ease access to school leadership, teachers, and students.</p> <p>Existing relationships with policy makers in the UK, in particular the Dept. for International Development will be built upon to communicate what JOLLY can offer disadvantaged learners.</p> <p>Educational Technology companies: Luckin and Porayska-Pomsta work closely with many Educational technology companies, particularly small and medium sized companies and startUps. We will tap into this community to ensure that the work of JOLLY is widely disseminated and further software can be developed. We will assist our partners in the Philippines to develop similar working relationships local companies.</p>
--	---

<p>Please outline how you intend to engage with each of the groups described above in order to maximise the potential of this collaboration to have a positive impact, during the lifetime of the grant and thereafter. Indicate how you will measure the impact on these stakeholder groups.</p>	<p>The participatory methods used in JOLLY involve continuous engagement with stakeholders and increase the probability that the innovations developed will take root and lead to sustainable impacts. These methods also enable us to measure stakeholder impact by tracing the way in which their contributions impact upon the design of the riddling activities, the technology we produce and the empirical work we conduct. Impact will also be derived from our assessment of reading comprehension and digital skills using standardized tests. The more general impact upon teachers will be evaluated through follow up interviews and observations with workshop and seminar participants that will ascertain how knowledge of the JOLLY project has impacted upon their teaching practice.</p> <p>The impact of the workshops we organize for Educational Technology companies to encourage them to use the UCD methodology and to learn from our research findings will be evaluated through follow-up interviews. The Business Process Outsourcing (BPO) industry is a major contributor to the Philippine economy and is predicted to be worth 25 billion US dollars or 7.8% of the Philippines' GDP in 2016. Behind the Philippines success as a BPO center is its human capital and the industry will employ about 4.5 million workers by 2016. The minimum requirements to qualify for BPO employment are a college degree, digital literacy, and English proficiency (Magtibay- Ramos, et al., 2007). However, despite the country's high literacy rate only 3% of applicants are hire-able (Alava, 2010). The common pitfall is English proficiency. The JOLLY project supports the development of Filipino English proficiency. Because of the direct link between both English proficiency and digital proficiency and employability in growth industries such as BPO, it is reasonable to think that this project will eventually improve the employability of its beneficiaries, thereby increasing social and economic development and welfare.</p>
---	--

#### 4. The Collaboration

<p>Would the activity be part of an existing collaboration between the UK and partner country institutions? If so, please give details of the collaboration.</p>	<p>The collaboration will extend an existing relationship between Professors Rodrigo and Luckin, and Dr Porayska-Pomsta. All these researchers are part of the Educational Technology community, they sit on conference programme committees together and journal editorial boards. In particular they are all actively involved in the future development of the Artificial Intelligence (AI) in Education community to broaden its remit to encompass high quality research in technology enhanced learning with or without AI techniques. Rodrigo and Luckin already have one joint publication (The effects of motivational modeling on affect in an intelligent tutoring system MMT Rodrigo et al. Proceedings of International Conference on Computers in Education, 2008 pp 57-64). This funding would enable us to build on this collaboration and further develop the synergies between us to develop educational interventions that use technology to best effect for young people to improve their literacy and digital skills.</p>
<p>What roles will the different individuals/institutions/organisations have in the collaboration?</p>	<p>Luckin will oversee and co-ordinate the JOLLY project as a whole and will be the lead academic in the UK. She and Porayska-Pomsta will work together at the UCL Institute of Education to develop the guidance materials for the User Centred Design process and the training materials to be used with teachers and mentors in the Philippines and the UK for the literacy activities. Luckin will take ultimate responsibility for the literacy training materials and for relationships with the Centre for Self Managed Learning and schools in the UK and Porayska-Pomsta will take ultimate responsibility for the User Centred Design process materials. Luckin will be responsible for working with software developers to ensure that the prototype and VERSION 1 of the software are ready on time and to specification. The Ateneo de Manila University will be the center of operations in the Philippines. The project will make use of the ACED network of schools to recruit study partners.</p>
<p>How will the collaboration be managed (including with regard to communications)?</p>	<p>Dr. Rodrigo will be the Philippine lead responsible for local logistics and staffing. She will also lead the participatory design workshops, innovation deployment, data collection, and analysis. The development of the technology-based activities will require careful co-ordination between the three key academics: Luckin, Rodrigo, Porayska-Pomsta who will work initially with existing software that enables students to share and discuss joking riddles in English. Through the UCD process this software will be further developed to enable collaborative sharing and creation of joking riddles. UCL Institute of Education will lead dissemination events and Ateneo de Manila University will lead acquisition and management of stakeholder groups, most of who will be in the Philippines. UCL Institute of Education will manage any stakeholder groups in the UK. Luckin, Rodrigo and Porayska-Pomsta will talk on a fortnightly basis using Skype technology. They will set up a shared cloud storage area.</p>



<p>What value will the different individuals/institutions/organisations add to the collaboration (with specific reference to their complementary expertise and technical resources)?</p> <p>How will each of the individuals/institutions/organisations benefit and how does the collaboration support the strategies or needs of the institutions/organisations in the UK and in the partner country?</p>	<p>Prof. Luckin is Professor of Learner Centred Design at the London Knowledge Lab. She has published over 50 peer-reviewed articles, two edited volumes and one research monograph. In 2012 she worked with Nesta to produce the influential 'Decoding Learning' report. She has been a member of numerous conference committees, has advised countries across the globe and research councils within the United Kingdom. Until 2011 she was a member of the board of BECTA (the British Educational Communications and Technology Agency), the body charged with implementing the UK government's eLearning strategy. Her research applies participatory methods to the development and evaluation of Technology for learning.</p> <p>Dr Porayska-Pomsta is a Reader in Adaptive Technologies for Learning. She holds an MA Joint Honours in Linguistics and Artificial Intelligence and a PhD in Artificial Intelligence. She has over 30 peer-reviewed articles and a portfolio of substantial national and international research funding. In her research Dr Porayska-Pomsta focuses on developing fully interactive, adaptive</p> <p>technologies through real-time learner modelling, especially in relation to learners' affect and motivation, and AI-driven interaction, including natural language and non-verbal communication. She has experience of working with a range of learners, including those with special educational needs and from disadvantaged backgrounds in a variety of socio-cultural contexts.</p> <p>Dr. Rodrigo heads the Ateneo Laboratory for the Learning Sciences. It is a research laboratory concerned with both the development of learning technologies and the investigation of the impacts of technologies on teachers, learners, the learning process, and educational and affective outcomes. Dr. Rodrigo has received over Php20 million in grants from the Philippine government for her research in the areas of artificial intelligence in education, games and education, and affective computing. Her work is regularly published in international conferences and journals.</p> <p>One of the Ateneo de Manila key advocacies is public education. As an indicator, ACED is currently led by Rev. Fr. Bienvenido F. Nebres, S. J., who was President of the University for 18 years. ACED mobilizes students, faculty, government, and corporate and non-government partners to help with its various programs. The project described in this proposal, if approved, will enable ACED to provide schools and teachers with technology-related assistance, beyond simple computer literacy training.</p> <p>UCL Institute of Education is a world-class research and teaching institution. Its work is rooted in a commitment to truth, critical reason and social justice. Some of the ways that it pursues its mission include:</p> <ul style="list-style-type: none"> <li>• undertaking outstanding research of national and international</li> </ul>
--	---

significance;

- offering high-quality research-informed and practice-orientated learning and teaching;
- applying our expertise to enhance educational and social practice.

## 5. Sustainability and Capacity Building

<p>Please give a description of how the UK and partner country group/department/institution plan to continue the collaboration after the end of the activity, providing information about potential funding sources that might support it.</p>	<p>The JOLLY project will fund visits by researchers from the UK and Philippines to each other's research facilities. We will build on these exchanges through funding such as the Royal Society Mobility grants and RCUK Overseas Travel and Bilateral Workshop grant schemes. The latter would be used to continue capacity building amongst young researchers in the Philippines. The Ateneo Laboratory for the Learning Sciences (ALLS) is a regular recipient of funding from the Department of Science and Technology and the Commission on Higher Education. The funding enables ALLS to support experts from other countries and will be used to continue our collaboration. The JOLLY project will have built and connected communities of young people within and between both the Philippines and the UK. The JOLLY software will develop their literacy and digital skills, and help them to collaborate. It could be scaled to many more users and the communities who have become skilled in the design and use of the software will be able to engage others in benefiting from its use. The way participants from a User Centred Design experience encourage and support new community members is of great intellectual interest and is something that could attract additional UK funding for example from the Educational Endowment Foundation. In addition, we are talking to two SMEs about the further development of the JOLLY software, which would involve developers in the Philippines to ensure social and economic development.</p>
--	---

How will the collaboration contribute to capacity building within the wider research and innovation landscape in the partner country?	<p>JOLLY contributes to the research and innovation landscape in the Philippines in several ways:</p> <p>It increases local capacity to perform user-centered design. This method is a skill in itself and is something that can transfer to other contexts and to the development of other systems. The User Centred Design approach adopted by the JOLLY project actively engages all participants in the development of the project right from the start. This means that participants develop considerable skills and are themselves able to become mentors for the continuing development of the project agenda.</p> <p>JOLLY provides local researchers with a data source to analyze. Although there is local interest in educational data mining, there is a limited amount of student transaction-level data to analyze, simply because there are few to no computer-based educational systems deployed in schools that systematically collect this data. JOLLY will have a database of student transactions that can be mined for insights regarding student learning, behavior, and affect. From an academic perspective, the analysis of this data will provide local researchers and their international partners to publish in journals and present in conferences that are related to technology and education.</p> <p>From the perspective of continuing service to the community, the technology that JOLLY introduces can eventually be opened up to uses for literacy not just for the English language but for local languages as well.</p>
---	---

## 6. Intellectual Property Rights

Will the intellectual property created through the collaboration be protected?	No
--	----

## 7. UK Principal Applicant

Title	Prof
Name	Rose Luckin
Email address	r.luckin@ucl.ac.uk
Telephone number	+44 02079074657
Position	Professor of Learner Centred Design
How many hours per month do you spend on research related activities?	120.00
How many hours per month would you dedicate to the proposed Institutional Links collaboration?	24.00
Have you, your group or your department received an Institutional Links or Researcher Links grant from the British Council in the past? If so, please supply title, partner country and brief details.	No

Have you, your group or your department previously submitted any Researcher Links or Institutional Links applications that were not funded?	Yes - we submitted an application to the previous Institutional Links call and our application scored highly under review (we scored 56/60 and the BC stated that a score of 30 was considered fundable). Our Application was not however funded because the panel in the Philippines stated that it did not address their country priorities. The problem here is that the priorities used to make this decision were not the priorities that were published in the call. We were therefore invited to resubmit.
Have you, your group or your department received Newton funding that was not administered by the British Council?	No
Please nominate a person in your institution who can deputise for the Principal Applicant if they are unable to lead the UK side of the collaboration for any reason.	Kaska Porayska-Pomsta
Position of named deputy	Reader
Email address of named deputy	k.porayska-pomsta@ucl.ac.uk

## 8. UK Lead Institution

Department	Institute of Education
Institution (please enter the full legal name)	University College London
Head of Department (full name)	Lesley Gourlay
Address	UCL Institute of Education 20 Bedford Way London, london WC1H 0AL
UK region	England
Type of institution	Not-for-profit higher education institution with the capacity to undertake high quality research

### 8.1 UK Lead Institution - Lead Contact for Grant Administration

Name	Clare Shelton
Email address	c.shelton@ucl.ac.uk
Telephone Number	020 7612 6563

## 9. Partner Country Principal Applicant

Title	Prof
Name	Ma. Mercedes Rodrigo
Telephone number	+63 (2) 426-6071
Email address	mrodrigo@ateneo.edu
Position	Professor
How many hours per month do you spend on research related activities?	40.00
How many hours per month would you dedicate to the proposed Institutional Links collaboration?	20.00

Have you, your group or your department received an Institutional Links or Researcher Links grant from the British Council in the past? If so, please supply title, partner country and brief details.	No
Have you, your group or your department previously submitted any Researcher Links or Institutional Links applications that were not funded? If so, please supply title, partner country and brief details.	Yes
Have you, your group or your department received Newton funding that was not administered by the British Council?	No
Please nominate a person in your institution who can deputise for the Principal Applicant if they are unable to lead the partner country side of the collaboration for any reason.	Evangeline Bautista
Position of named deputy	Dean, School of Science and Engineering
Email address of named deputy	ebautista@ateneo.edu

## 10. Partner Country Lead Institution

Department	Department of Information Systems and Computer Science
Institution (please ensure you enter the full legal name)	Ateneo de Manila University
Head of Department (Full Name)	Evangeline Bautista
Address	Loyola Heights Metro Manila 1108 Quezon City, Manila 1108
Partner country	Philippines
Type of institution	Not-for-profit higher education institution with the capacity to undertake high quality research

### 10.1 Partner Country Lead Institution - Lead Contact for Grant Administration

Name	Ma Mercedes Rodrigo
Email address	mrodrigo@ateneo.edu
Telephone Number	+ 632) 426 6001

## 11. Associated Partners

## 12. Research governance and ethics

<p>Please describe how you will ensure that the activity will be carried out to the highest standards of ethics and research integrity at least equivalent to those of the UK.</p>	<p>The JOLLY consortium fully respects ethical principles such as data security, the right to privacy and the protection of private virtual spheres. We will respect and strictly adhere to current national and international regulations while conducting research with all human participants. In particular, we will respect and strictly abide by the ethical principles expressed in the Charter of Fundamental Rights of the European Union, ethics guidelines provided by the countries participating in the project, and those provided by the school authorities supporting this project. The classes, students and teachers who actively participate in the project all participate on a basis of voluntariness in the study and evaluation process. The researchers are aware that volunteers have the right to remain anonymous and will implement anonymized participant identification mechanisms through data collection, data storage, data analysis, research dissemination and exploitation.</p> <p>The project does not introduce any new sensitive ethical issues that are not considered by already running research projects on learning with digital media. The project does not undertake deception or subterfuge and does not use invasive technologies. An informed consent form emphasizes that participation is voluntary and participants may withdraw at any time. The issue of participant 'informed-ness' will be considered with particular care. An introductory workshop will be dedicated to the demonstration of materials that show the UCD process and explain the contributions that it makes to the design of the technology, the respective roles of the participants and potential value of their participation. The team's previous experience of working with participants with low literacy demonstrated the importance of such workshops in ensuring that participants understand their roles and the nature of commitment that they are making as well as their rights, reducing the scope for coercion and misunderstanding.</p>
--	--

Please describe how potential ethical and health and safety issues arising as part of this collaboration have been considered and how they will be addressed.	<p>When research involves children full informed consent will be obtained from parents or those 'in loco parentis'. Where a parent or someone 'in loco parentis' gives consent and the child clearly withholds consent or shows distress, the wishes of the child will prevail. For research involving youth between the ages of thirteen and eighteen, the need for obtaining consent from parents or those 'in loco parentis' will be determined on a case by case basis, after assessment and evaluation of the risks and harms to youth participating in the research without parental consent is made. The informed consent of children and youth who participate in the research will also be obtained, after discussion and explanation is given in terms that children and youth can understand.</p> <p>We will ensure researchers who interact with children and youth during research with JOLLY will have undergone the appropriate background checks, including criminal records checks, to ensure the safety of children and youth. We will also ensure that those who interact with children and</p> <p>youth during the research will have the appropriate training and expertise. During the research, if the researcher becomes aware of issues that seriously endanger the well-being of the child participant, and the harm is inflicted by another person, the researcher will contact the appropriate local agency to discuss the case and obtain professional advice on how to best proceed in the best interest of the child participant. Within the JOLLY project personal data will be collected during the design activities from students, teachers and other stakeholders as they use and demonstrate the JOLLY solutions. This data is essential for developing and validating key technology developments as well as empirically answering the key research questions and hypotheses of JOLLY. All users of the JOLLY activities and tools within the project will be informed that this data will be collected in advance of their participation.</p>
Human participation	Yes - I confirm that all necessary permission certificates from the relevant local ethical review committee/authorities in the UK and the partner country will be obtained in advance of the activity commencing
Human Tissue	No
Patient/Participant data	Yes - I confirm that all necessary permission certificates from the relevant local ethical review committee/authorities in the UK and the partner country will be obtained in advance of the activity commencing
Animal research	No
Genetic and biological risk	No
Arms/Military Research (including dual use technologies or goods)	No

### 13. Budget request



Human resources (UK)	117081
Human resources (Partner Country)	87440
Justification - human resources (UK)	<p>The requested funds will cover the cost of a researcher in the UK for 2 years, including all on-costs. The researcher will liaise with the team in the Philippines using digital communication tools, such as Skype and will visit the country in person twice during the lifetime of the project. The UK researcher will be responsible for leading the development of the software working with the team in the Philippines. Their responsibilities will also include organization of collaborations between students in the UK and students in the Philippines so that they can co-create and share their jokes. The researcher will work with the web developer to ensure that the JOLLY project is effectively disseminated and will organize dissemination workshops and events within the UK. The costs of Prof. Luckin and Dr Porayska-Pomsta are being met by the UCL Institute of Education. The UCL Institute of Education is also contributing some part-time administrative support for the collaboration.</p>
Justification - human resources (Partner Country)	<p>The funding will enable us to support 3 PhD students. The work on the project will be tied into the graduate students' academic work and will involve UCD activities and data analysis. They will learn new skills and techniques that can be further developed through their studies.</p> <p>Part-time project staff: will assist in making the logistical arrangements needed, e.g. appointments with school officials, recruitment and confirmation of participatory design participants, reservation of venues, transportation arrangements, workshop catering, etc.</p> <p>Part-time student staff: will accompany the project team to the project sites and assist with logistics during the workshops. When we conduct workshops in different sites, part-time students will help us with organizing the workshop participants, workshop registration, distributing materials, collecting outputs and other activities.</p> <p>The students will assist with data collection and will gain valuable experience.</p>
Other research-related costs (UK)	0
Other research-related costs (Partner Country)	61650
Justification - other research-related costs (UK)	no funds requested

Justification - other research-related costs (Partner Country)	The bulk of this money will be spent on software development for the JOLLY project software. (In our previous application this cost was to be covered by a commercial developer, but when the funding was not awarded this partner had to move ahead with other projects). Three laptop computers have been requested to support the three graduate costs (Partner Country):students who will be completing much of the UCD work with teachers and students. The laptops will be used both for running prototype software and for data collection and analysis. Among the project's major activities is the conduct of these participatory design workshops, software development, testing, and validation. The requested funds will also be used to pay for supplies and expenses related to these activities including transportation, office consumables such as stationery products and printer ink and other incidental expenses
Operational costs (UK)	2874
Operational costs (Partner Country)	11400
Justification - operational costs (UK)	These funds will cover the costs of 2 researchers from the UK: the research fellow and one of the PIs travelling to the Philippines once. This includes economy class air travel, subsistence and accommodation for 5 days. We have also included the costs of medical insurance, visas and vaccinations. This visit is important to the collaboration between the collaboration between the UK and Philippines. It will enable researchers from the UK to engage with stakeholders and researcher in the Philippines and to ensure that expertise is transferred in both directions. The UCL Institute of Education will also welcome visits from researchers from the Philippines and encourage future collaboration through for example their visiting academics scheme.
Justification - operational costs (Partner Country)	The requested funds will cover the costs of meetings between research staff and multiple stakeholders. They will cover the cost of food for meetings, meals for study participants and travel costs associated with meeting stakeholders. There is an imperative to disseminate the findings from this project and costs for travel to conferences and participation are included. It is vital that researchers in Philippines are able to visit researchers in the UK and funding is requested to enable this - funds will cover economy class air far subsistence and accommodation.
Communication costs (UK)	0
Communication costs (Partner Country)	6000
Justification - communications costs (UK)	no funds requested

Justification - communications costs (Partner Country)	The JOLLY project will produce a series of publications aimed at different (Partner Country): audiences. This will include conference papers, but also booklets and reports for non-academic audiences. The costs in this heading will cover the design, production and publication of booklets aimed at our non-academic stakeholders to communicate the work and finding of the JOLLY collaboration. A well designed and effective website is also critical to the success of the project communication and funds are therefore requested to support our development of such a site.
Other costs (UK)	0
Other costs (Partner Country)	0
Justification - other costs (UK)	N/A
Justification - other costs (Partner Country)	N/A
Total funding requested (UK)	119955
Total funding requested (Partner Country)	166490

#### 14. Funds requested from other sources

#### 15. Additional Information

<p>Please use the space below to include any additional information that you feel is relevant to your proposal but not covered elsewhere in the application form.</p>	<p>Alava, A. (2010). Industry Report: The Problem of Sustainable Competitive Advantage in Philippine Call Centers. Philippine Management Review, 13(2) Ateneo de Manila University. (2015). Ateneo Center for Educational Development. Accessed 10/9/2015 <a href="http://www.ateneo.edu/socdev/aced">http://www.ateneo.edu/socdev/aced</a> Luckin, et al (2012). Decoding learning: the proof, promise and potential of digital education. NESTA.</p> <p>Magtibay-Ramos, Estrada, &amp; Felipe (2007). ERD Working Paper Series No. 93: An Analysis of the Philippine Business Process Outsourcing Industry. Accessed 22/9/2015 <a href="http://www.adb.org/publications/analysis-philippine-business-process-outsourcing-industry">http://www.adb.org/publications/analysis-philippine-business-process-outsourcing-industry</a></p> <p>Philippines Department of Education. (2008). Philippines: EFA Mid-Decade Assessment. Accessed 11/11/2012 <a href="http://planipolis.iiep.unesco.org/upload/Philippines/Philippines_EFA_MDA.pdf">http://planipolis.iiep.unesco.org/upload/Philippines/Philippines_EFA_MDA.pdf</a></p> <p>Philippines Department of Education. (2011-12). Percentage distribution of grade six examinees by achievement level and by subject area. Accessed 10/9/2015 <a href="http://netrc.sysportal.net/Frame.aspx?id=2019">http://netrc.sysportal.net/Frame.aspx?id=2019</a></p> <p>Students swamp "congested" Metro Manila schools. (2014 June 3). Inquirer.net. Accessed 10 September 2015 from <a href="http://newsinfo.inquirer.net/607755/">http://newsinfo.inquirer.net/607755/</a></p> <p>UNESCO. (2011). EFA Global Monitoring Report 2011, Summary, The Hidden Crisis: Armed Conflict and Education. Accessed 11/11/2012 <a href="http://unesdoc.unesco.org/images/0019/001911/191186e.pdf">http://unesdoc.unesco.org/images/0019/001911/191186e.pdf</a></p> <p>Yuill, Pearce, Kerawalla, Harris, &amp; Luckin, (2009) How technology for comprehension training can support conversation towards the joint construction of meaning. Journal of Research in Reading, 32 (1). pp. 109-125.</p> <p>Yuill (1998) Reading and riddling: The role of riddle appreciation in understanding and improving poor text comprehension in children. Cahiers de Psychologie Cognitive, 17 (2). pp. 313-342.</p> <p>Yuill (2009) The relation between ambiguity understanding and metalinguistic discussion of joking riddles in good and poor comprehenders: potential for intervention and possible processes of change. First Language, 29 (1).</p>
---	--

## 16. Assessment of the Institutional Links proposal

<p>Please indicate which of the following Review Panels is the most appropriate to assess your proposal.</p>	<p>Social Sciences Review Panel</p>
--	-------------------------------------

Biological and Medical Sciences Review Panel

Environment, Agriculture and Food Sciences Review Panel

## Engineering and Physical Sciences Review Panel

### Social Sciences Review Panel

Social Sciences Review Panel	Education
Social Sciences Review Panel	Psychology (as a social science)
Social Sciences Review Panel	Other Social Sciences (please specify)
Other Social Sciences (please specify)	Human Computer Interaction

### Arts and Humanities Review Panel

#### 17. Supporting documents

1-page CV for the UK Principal Applicant (maximum 1 side of A4)	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196641/261790533/41196641_1pageluckincv2016.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196641/261790533/41196641_1pageluckincv2016.pdf</a>
1-page CV for the Partner Country Principal Applicant (maximum 1 side of A4)	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196642/261790533/41196642_mrodrigo_short_cv.doc">https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196642/261790533/41196642_mrodrigo_short_cv.doc</a>
Detailed budget request (using the template provided on the Institutional Links website)	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196643/261790533/41196643_luckinrosemaryphillipinesjolly.xls">https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196643/261790533/41196643_luckinrosemaryphillipinesjolly.xls</a>
Signed letter of support from the Head of Department (or equivalent) of the UK Lead Institution	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196644/261790533/41196644_letterofsupportccmuk.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196644/261790533/41196644_letterofsupportccmuk.pdf</a>
Signed letter of support from the Head of Department (or equivalent) of the Partner Country Lead Institution	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196645/261790533/41196645_letter_from_admu.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/2324466/41196645/261790533/41196645_letter_from_admu.pdf</a>

#### 18. Pre-submission confirmation

Neither the UK Principal Applicant nor the Partner Country Principal Applicant are or may be subject of a conflict of interest during the grant award procedure.	I confirm the above
Have you obtained permission to submit this application on behalf of the UK and partner country institutions?	Yes
Both the UK and Partner Country Principal Applicants and their home institutions have the professional resources, competencies and qualifications necessary to complete the proposed action.	I confirm the above

Neither the UK Principal Applicant's nor the Partner Country Principal Applicant's home institution are bankrupt, being wound up, or having their affairs administered by the courts.	I confirm the above
Neither the UK Principal Applicant's nor the Partner Country Principal Applicant's home institution have entered into an arrangement with creditors or suspended business activities, or have any analogous situation arising from a similar procedure provided for by national legislation or regulations.	I confirm the above
Neither the UK Principal Applicant nor the Partner Country Principal Applicant are guilty of grave professional misconduct proven by any means which the contracting authority can justify.	I confirm the above
Neither the UK Principal Applicant nor the Partner Country Principal Applicant have been the subject of a judgement which has the force of res judicata for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the British Council or partner organisations' financial interests.	I confirm the above
Neither the UK Principal Applicant nor the Partner Country Principal Applicant are guilty of misrepresentation in supplying the information required as a condition for participation in the grant award procedure or of failure to supply this information.	I confirm the above
Before continuing, please confirm that you have read and understood the above notice.	I confirm that I have read and understood the above notice.

## 19. DATA PROTECTION:

Please tick this box to confirm that you are willing for the British Council to share your information with partner organisations for the purpose of this funding application (please note; if you do not agree to this we may not be able to consider your application for funding)	I am willing for my information passed on to British Council partner organisations for the purpose of this funding application
Please indicate if you are willing for us to contact you in future about other British Council research opportunities:	I do want to be sent details of future British Council opportunities
The British Council will also make some information on successful applications (including the lay summary provided on the first page of this form) available to the public on their website and other publicity, and in reports and documents.	I agree to my information being put on the British Council website