

Appendix D - Proposal Cover Sheet

HEFCE/JISC/Academy Open Educational Resources Grant Funding 14/08

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>		<b>JISC/Academy Open Educational Resources Programme</b>			
<b>Name of Initiative:</b>		Open Educational Resources			
<b>Programme bid to:</b>	Individual		Institutional	X	Subject area
<b>Name of Lead Institution:</b>	Staffordshire University				
<b>Institution Category (Para 45)</b>	d, e, c, or f				
<b>Name of Proposed Project:</b>	OpenStaffs				
<b>Name(s) of Project Partner(s):</b>	Blackboard Inc Giunti Labs				
<b>Full Contact Details for Primary Contact:</b>					
Name: Professor Mark Stiles					
Position: Head of Learning Development and Innovation					
Email: <a href="mailto:m.j.stiles@staffs.ac.uk">m.j.stiles@staffs.ac.uk</a>					
Address: The Octagon, Staffordshire University, Beaconside, Stafford ST18 0AD					
Tel: 01785 353647					
Fax: 01785 353482					
<b>Length of Project:</b>	1 years				
<b>Project Start Date:</b>	April 2009	<b>Project End Date:</b>		April 2010	
<b>Total Funding Requested from JISC/Academy:</b> £250,000					
<b>Total Institutional Contributions:</b> £103,078					
<b>Outline Project Description (Possible “areas” from Call para 45 – d, e, c, f)</b>					
<p>The University is committed to making the open exposure of its educational resources the norm rather than the exception and plans that eventually the majority of its in-house educational resources will be openly available. The University has extensive educational resources in its Blackboard system being, as part of current strategy, migrated to its Hive learning repository. Hive is being used to diversify the delivery of technology supported learning and will be used to expose open educational resources in a variety of ways designed to target a wide range of stakeholder groups effectively, in addition to "normal" general exposure for discovery. Whilst the University has existing policies and procedures to build upon, extensive work will be undertaken to address policy issues - including IPR, copyright and quality - business models - including reputation/marketing, recruitment and flexible and negotiated learning - and process issues - including capture, quality, clearance, deposit, formats and metadata, and shelf-life. The University commits to depositing more than the equivalent of 360 credits coverage of resources during the life of funded project.</p>					
<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>				<u>YES</u>	NO
<b>I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>				<u>YES</u>	NO

**B FOI Withheld Information Form**

We have no requests for the withholding of information in this bid.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC and the Academy may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC and the Academy.

## 1 OUTLINE OF PROPOSAL

The University is committed to making the open exposure of its educational resources the norm rather than the exception and plans that eventually the majority of its in-house educational resources will be openly available. This is confirmed by the supporting letter from Christine King (Vice Chancellor)

The University has extensive educational resources in its Blackboard system that are, as part of current strategy, being migrated to its Hive learning repository, which then feed the resources back to Blackboard as needed and also to others applications and systems used for Technology Supported Learning. Hive is being used to diversify the delivery of technology supported learning and will be used to expose open educational resources in a variety of ways designed to target a wide range of stakeholder groups effectively, in addition to "normal" general exposure for discovery.

Whilst the University has extensive existing policies and procedures to build upon, extensive work will be undertaken to address policy issues - including IPR, copyright and quality - business models - including reputation/marketing, recruitment and flexible and negotiated learning - and process issues - including capture, quality, clearance, deposit, formats and metadata, and shelf-life.

The University commits to depositing at least the equivalent of 360 credits coverage of resources during the life of funded project.

## 2 APPROPRIATENESS AND FIT TO PROGRAMME AND VALUE TO THE COMMUNITY

Staffordshire University has already gained benefit from making resources freely available. As a result of the work of the JISC X4L Phase 2 project, SURF WBL, which created 85 learning resources for the support of Work-Based Learning (made freely available via JORUM), it received approaches from two training providers: Coventry Chamber of Commerce and a commercial provider, The Working Manager. Both of these approaches have resulted in the creation of Foundation Degree courses assessed and accredited by the University.

The University is committed to making a wide range of its learning and teaching resources freely available and easily discovered, with the facility and rights for the content to be re-used by both educators and learners. The University plan under its major "Delivery through Technology" strand seeks to position the University 'at the forefront in the innovation and use of technology in its business'. [http://www.staffs.ac.uk/images/secure/uni\\_plan\\_business\\_plan.pdf](http://www.staffs.ac.uk/images/secure/uni_plan_business_plan.pdf)

In delivering this project the University recognises that it is about more than supplying content (of which it will deposit the equivalent of around 500 credits initially, and subsequently more), it is about addressing cultural change and practice, and building a sustainable process which automates and simplifies the action of deposit in order to mainstream Open Educational Resources (OER).

The University mandate will enable the project to explore the media, IPR, legal, copyright and standards issues around OER and what this means for the University and the community. The University's Data Controller is one of the project directors and copyright officers in the form of librarians will provide guidance alongside reference to advisory tools and services such as JISC Legal and Web2rights project and toolkit.

The project will explore return on investment for our learning resources for internal and external consumption, remove duplication of effort, increase cooperation and collaboration across disciplines and institutions and make effective use of on-line resources, learning objects and other materials. The University has already released its Assignment Survival Kit, ASK (<http://www.staffs.ac.uk/ask>) under a creative commons licence and assisted a number of other institutions in developing their own versions of ASK, including Manchester Metropolitan University and the University of Kent.

The project will allow students, staff and others to access digital resources directly and independently of Blackboard. This will ensure the widespread syndication of content - e.g. to personal learning environments and online spaces which students utilise. The University is currently trialling elgg (<http://learning.staffs.ac.uk/elgg/>), and exploring other social networking sites alongside iTunes U, YouTube, slideshare, Odeo etc. It will allow us to create RSS feeds for learning content for further distribution and syndication. This intention is a key activity of the University's Strategic Plan for Technology Supported Learning under the Diversity of Delivery objective.

A separate staff development programme is examining and promoting the use of web 2.0 tools for staff and this practical engagement with content will enable further understanding and widespread use. The University has a community of practice with almost 750 members from all over the world 'Best Practice Models for E-Learning' (<http://crusldi1.staffs.ac.uk/bestpracticemodels>) and will disseminate to and use

of this community as well as the Open CourseWare Consortium (OCW) throughout the project and beyond.

The University plan describes a new approach to course and product development and it is currently reviewing its curriculum and learning and teaching models. With access to a global body of expertise this project will enable the University to build a systematic and comprehensive approach to OER and explore and develop new educational models and scenarios.

### **3 WORKPLAN**

#### **3.1 Current Policy and Processes**

The University Technology Supported Learning (TSL) Strategic plan (Appendix E) states:

*Have in place an institutional repository which is focused towards learning and teaching and which will, by working seamlessly with technologies used for delivery, provide:*

- *Flexibility and diversification in TSL approaches*
- *Effective management and reuse/repurposing of learning and course related content*
- *Responsiveness in creating resources for new course products*
- *Effective exploitation of research outputs to inform teaching and learning*

The University eLearning Policy (Appendix F) states:

*Principle 5: The University will ensure that as far as possible, resources for both tutors and learners, including eLearning course content, University eResources, and those provided from external sources are easily accessed from point of need. In addition, it will via the use of managed repositories, ensure that University owned eContent and eResources are readily available for repurposing and reuse by those entitled to do so, and will thus actively support cross discipline and Faculty developments.*

In addition, the Staffordshire University Regional Federation (SURF) Agreement, which governs the partnership between the University and its Staffordshire and Shropshire FEI partners states:

*The following conditions apply for the duration of the SURF Agreement. Where content is produced for SURF courses, copyright resides with the University (where it has either produced the content or funded its production) or the producing College (where the college has funded production). The copyright-holding institution shall license such SURF material it holds copyright on for use by all SURF members for educational use in perpetuity.*

The University has longstanding and comprehensive Quality Assurance processes and policy relating to “eLearning”. These policies and procedures are designed to focus on the learning experience rather than merely content and to promote enhancement. To ensure that staff development and other interventions occur early in the development process, an eLearning threshold statement is applied, defining eLearning as where: *“A student cannot reasonably be expected, without due provision of individually focused accommodations (to meet the needs of disability, for example), to meet the learning outcomes of the course without accessing and/or engaging with the electronically delivered and/or supported components of the course.”*

Proposals for new courses are required identify eLearning intentions as part of academic planning and to consult the LDI team at that stage. The emphasis on learning experience is reflected in validation requirements and point of delivery “QA Checklists” addressing evaluation and enhancement. These QA processes were cited by QAA as “exemplars of good practice” in the 2005 institutional audit and analysed as part the JISC COVARM project. All resources made available to learners through the University Blackboard system have been subject to these procedures.

In pursuit of these policies and plans, the University has been working with Giunti Labs to implement the Harvest road HIVE repository system as an institutional learning and research repository. All Blackboard content will shortly be migrated into HIVE, and following further work on classification and description to aid discovery, will be available for reuse and repurposing across the university (and where appropriate, its partners). HIVE is also being used (as a result of the JISC SURF WBL-Way project) to provide access to learning resources for employers, mentors, tutors and learners involved in Work-Based Learning. The migration of the University’s VLE content into HIVE has been done using the test versions of each system, and following an upgrade of Blackboard version will go live. (The need to upgrade Blackboard had been the cause of this action being delayed).

### 3.2 Business Plan

As can be seen from the support letter from the Vice Chancellor outlining the intended approach to mandate, the university sees OER as part of its future and a development which supports its plans.

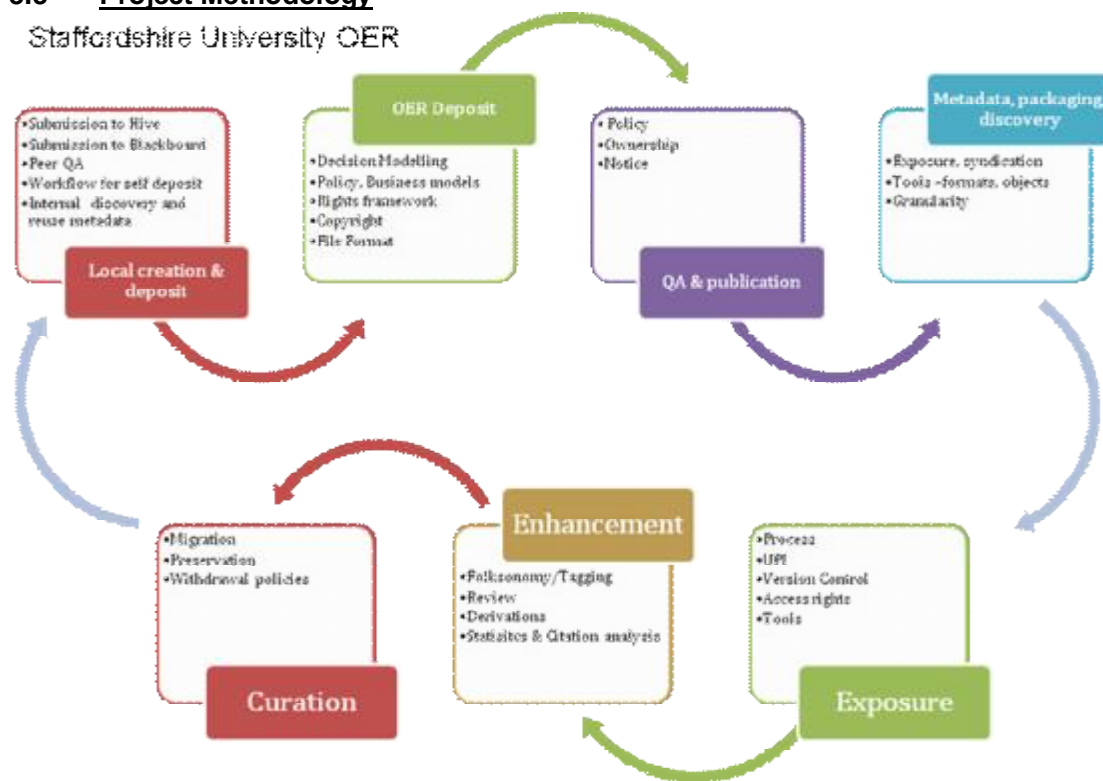
The University is developing business models to support OER, and this will form a major component of the project. The document “Supplement – Business cases” from the “Good Intentions” (McGill, Duncan and Douglas) has proved most helpful and is being considered by members of the University Executive. As well as the obvious “marketing” and “exposure” benefits, University Faculties have begun to explore the potential of direct exploitation of OER. The University’s Faculty of Computing, Engineering and Technology (FCET) is most advanced in this, and had begun to work on exposing resources well before the JISC/HEA call. A Faculty Academic Director of FCET commented:

*“A number of universities are making lecture series available on the web. We wish to do this differently. Firstly, partly because we are a former Polytechnic and partly because we have a high ratio of students going into both traditional and modern industrial placement years in their course, we have to teach modules that are industrially and commercially relevant. That material is often of immediate interest to industry. Secondly, as our Faculty includes a large Film Technology component, we are able to use budding professionals in the filming and editing of our work. We are using a placement start-up company from our Technology Park, started by students, to do this development. The quality is BBC I-player Quality, rather than YouTube. That adds significantly to the ease with which the material can be viewed. We aim to offer the video lecture series as open access on the web, for free, with the opportunity, subject to fees, for follow-up tutorial work and support and/or through assessment at a distance, give credits towards full qualifications for completion of the work. Such income will enable us to continue to increase the portfolio of Lectures on Video courses available and widen our participation significantly. It will also enable us to more closely define the kind of modules for which credit is required. We see this as a unique approach to credited learning. We recently won a contract with the NHS to deliver training to the regional Health Informatics Service. In feedback on our tender it became apparent that the opportunity to have lectures on video was a significant factor in our winning the bid over our competitors.”*

Also, given the University’s well documented commitment (and track record) on widening participation and inclusion, the move towards OER is seen as a real means of further addressing these issues and in particular helping to tackle issues like employer engagement and “the digital divide”.

### 3.3 Project Methodology

Staffordshire University OER



**3.3.1 Outline Workplan**

**NOTE:** The Learning Development and Innovation team (LDI) involvement covers “TSL issues”, and the development of interfaces/processes required. “Information” and support issues come under Learning Technology and Information Services (LTIS) – an Information Services team.

**3.3.1.1 Commercial Partners** - Giunti Labs and Blackboard are currently working together to ensure that the migration/integration of Blackboard content into Hive will be possible with the latest versions for both products (predicted at a few weeks from the time of writing). This will ensure progress is not destabilised by the need to upgrade either system during the life of the proposed project. Both companies have agreed to be partners in the proposed project and as well as offering free advice and being part of the project senior management group, will provide consultancy and technical support which is specifically needed to progress the OER work at a specially discounted rate should it be needed. A modest contingency sum to for this has been built into the proposal. This is seen as an approach which give provide best value for money and the project would seek permission to use any underspend of this allocation on additional support for Faculties providing OER to the project.

**3.3.1.2 Origin of resources (Not part of OER proposal)** - Currently, when creating new resources staff either create material and put it into Blackboard, or create material and deposit it in other systems or their private area in Hive. (Other existing material such as web sites and pages will also be migrated into Hive, which provides a tool for this purpose)

At that point the material is “not ready for consumption”. It has to undergo Peer Quality Assurance and is then marked as usable in Blackboard (meaning students can now be enrolled on the course). For other content migrated into HIVE or made available via some other system via Hive work is needed to create something like a metadata flag to indicate that material has been Peer QA’ed and to provide classification to link the resources to the courses employing them. (Policy relating to Peer QA is currently not enforced for non-Blackboard content and this work will act as an enabler for its implementation). Work will be needed to either implement workflows or processes within Hive for this. (Hive provides very flexible workflow mechanisms)

Once Blackboard content has been “Peer QA’ed”, the relevant courses are/will be migrated to Hive. Although available for use by the author and their students, content at this stage is not available for reuse either internally or externally). The content will be classified within Hive (at this point) by author and/or course/module. The Peer QA exercise is designed to ensure that content is a) educational sound and b) structured and accessible

**Non-funded Internal Workplan item:** The LTIS team, as part of the existing Hive project will address the creation/capture of metadata for internal/partner reuse/repurposing and the workflow for individual direct deposit in Hive and Peer QA of such content.

OER WP	Months	01	02	03	04	05	06	07	08	09	10	11	12	Mainstream activity
1	Classification and metadata at capture													
2	Initial Content Capture													
3	Policy and Business Models													
4	QA for OER													
5	Metadata, Packaging and Discovery of OER													
6	Processes for/and Exposure and Deposit													
7	Policy and process for end-of-life													
8	Further Curation													
9	Evaluation													
10	Dissemination													

**KEY to personnel involved:**

**LTIS:** Professional librarian staff and data-protection/copyright staff from the Learning Technology and Information Services support team led by Dave Parkes.

**LDI:** Professional learning technologists – both technical and pedagogic – from the Learning Development and Innovation team led by Prof Mark Stiles

**Faculties:** Teaching and eLearning Facilitator staff from all Schools and Faculties

**Exec:** the University Executive Team

**NOTE Technical Activity:** The proposal contains no major technical developments, but technical work involved in implementing metadata schemas, customising interfaces using the Hive API, ensuring connectivity between Hive and others systems, and enabling and supporting the packaging, deposit, exposure and discovery and federation of OER resources created will be needed.

**WORKPACKAGE 1: Consider classification in Hive** in the context of external open exposure. Consider suggestions to Blackboard and Giunti re metadata and creation capture by migration tool [LTIS and LDI]

**3.3.1.3 Main OER Workflow**

**WORKPACKAGE 2: Initial Capture of Content for use by the OER Project** This is all about ensuring that all content identified by University Faculties and School is efficiently captured in its initial formats – this is the precursor to Workpackage 5 [Faculties, LDI]. Hive provides a range of customisable interfaces for such activities and an API (JHAPI) allowing the rapid development of bespoke interfaces. LDI staff have been trained in such development work by Giunti.

**WORKPACKAGE 3: Develop Policy and Business Models** to govern release of University resources as OER [LTIS, LDI, Faculties – EXEC to triangulate decisions] Once there is content in Hive which has been Peer QA'ed and can be regarded as fit for internal/partner reuse/repurposing, the first issue is how to decide what becomes OER and what is kept fully closed or released to restricted audiences. Is OER the default position? (i.e. do authors/faculties opt in or out?) This will require working with Faculty staff to address cultural and practice issues.

**WORKPACKAGE 4: QA for OER** The question of QA for open release comes next. Authors will need to assert the “authorship” of content – i.e. is it indeed theirs to release or does the material contain 3<sup>rd</sup> party content which raises copyright issues? The ownership material created by University staff may need to be clarified. For OER a copyright statement using either JISC Open or Creative Commons statements is needed. Also a “take down” policy relating to handling 3<sup>rd</sup> party complaints relating to copyright/IPR, which covers the removal of offending resources will be needed.

- i) Develop policy and process for assertion of authorship/rights by author [LTIS, EXEC]
- ii) Develop and agree a policy and statement on copyright/IPR relating to resources produced by University Staffordshire University [LTIS, EXEC]
- iii) Agree a University approved set of copyright statements to apply to its OER [LTIS]
- iv) Develop workflow/process for the application of copyright metadata to University OER (and restricted release closed resources) [LTIS, LDI]
- v) Develop and agree a University “take down” policy and process [LTIS]
- vi) Implement necessary interfaces for the above [LDI]

**WORKPACKAGE 5: Metadata, Packaging and Discovery of OER** The next consideration is the requirements for metadata for OER release and the ways in which OER might be discovered.

- i) Develop/select/adopt metadata for OER to facilitate Harvesting, Discovery via search engines (inc Google Scholar) and via tools such as SWORD via RSS/Atom [LTIS, Giunti, LDI]
- ii) Investigate formats and tools for creation of OER objects. Investigation issues of granularity of resources for reuse/repurposing and tools for the creation/packaging of OER in appropriate formats such as SCORM, IMS CP and IMS Common Cartridge. [LTIS, LDI, Faculties]
- iii) Develop policy and process for the application of metadata to OER materials at the appropriate level. [LTIS, LDI]
- iv) Implement necessary interfaces for the above [LDI]

**NOTE:** Giunti have confirmed that Hive 4 (released end of March 09) supports SCORM, IMS CP, IMS Common Cartridge, and a range of metadata schemas including Dublin Core (any schema can be implemented for Hive – for example LDI have implemented XCR-CAP for the JISC DIVAS project). In addition they have confirmed that a SWORD implementation will shortly be available. Hive supports

basic exposure of its metadata to search engines and also supports OAI PMH and OKI-OSID. The University can also expose its OER material to its own students and partners via its library catalog systems by incorporating Hive via its federated and faceted search interfaces. Hive 4 provides a comprehensive packager and viewer facility based on ICODEON 2.

**WORKPACKAGE 6: Develop process for exposure.** This may be done in multiple ways and could cover “restricted” (e.g. can only link to the resource, or can only obtain from Staffordshire) as well as open release. Develop process and interfaces for deposit in, and probable federation with, Open JORUM. Exposure of content via Hive and deposit in Open JORUM [LTIS, LDI]

Lastly in the main Workflow are “end of life” issues:

**WORKPACKAGE 7: Develop policy and process to cover end-of-life review including the need for “shelf-life” metadata.**

Once the OER repository is in use the following is also required:

**WORKPACKAGE 8: Investigate and put in place processes and interfaces for statistics/usage** and the contribution of folksonomy and review entries. Consider the possibility of “back-linking” by those creating derivative works and citation analysis. [LTIS]

**WORKPACKAGE 9: Evaluation** needs to be both formative and summative. Each workpackage will involve an iterative evaluation to enable lessons learned to be fully exploited. The instruments will be highly contextual. For example, Workpackage 2 will involve each Faculty group to work with LDI staff to feedback on experiences of initial capture/deposit and provide input to allow improvement of the interfaces and processes by LDI technical staff. Workpackage 3 is by its nature a highly consultative activity – evaluation will involve capture of discussions and the extraction of issues and solutions to be reviewed by an appropriate stakeholder group. In addition such policy changes will need ratification by University committees will themselves provide a further review mechanism.

Due the iterative nature of the work plan it is expected that the first OER resources will be available within months of the project start - allowing evaluation of both usage and mechanisms and importantly evaluative communication with those contributing and utilising the resources – this may be difficult to achieve with external users (it is hoped that programme level support can assist) but mechanisms for gaining understanding of OER use by the University’s wide range of partners should be easier.

### **3.4 Sustainability**

As stated in the institutional supporting letter the proposal is key to the University Plan 2008-2012 and has full Senior Management backing. Key to sustainability will be the automated integration and embedding of the process into the day to day provision of access to learning and teaching materials across the University and will be in line with the quality mechanisms inherent in the TSL Policy. Librarians and Resource Management staff will further adopt cataloguing and metadata and IP roles that are already well advanced and associated technical staff will refine and improve on the automated process to encourage self-deposit. The repository is managed as a key University system and is subject to all the usual support mechanisms for centrally supported systems and applications.

Senior staff responsible for all areas covered by the proposal are part of the project Senior Management Working Group, and serve on all relevant decision-making and policy forming bodies. Formation of new policy (as well as processes) and the addressing of “cultural issues” is an inherent part of the proposal as is the creation of effective plans to ensure the OER initiative is sustained and continued.

**3.5 Project Management, Key Staff, Roles** - All staff involved in this proposed project have been consulted about the need to participate in programme activities and have agreed to be available as appropriate. In line with suggestions in the call, this has been included in costings.

**3.5.1 Senior Manager Working Group** (SMWG) This will be the core driver and decision making focus of the project and will set direction, steer, enable and contribute to the whole and ensure that those involved contribute and liaise effectively. Its membership will be: Gill Howland (Executive PVC), Prof Mark Stiles (Head of LDI), Dave Parkes (Associate Director, Information Services), Dr Mike Hamlyn (Faculty Academic Director, Computing, Engineering and Technology), Dr Astrid Herhoffer (Faculty Academic Director, Arts, Media and Design), Sarah Hall (Project Manager) and representatives from Blackboard and Giunti.

### 3.5.2 Core Project Staff

- **Project Directors:** Prof Mark Stiles and Dave Parkes
- **Project Manager:** Sarah Hall
- **Project Technical Manager:** Sam Rowley
- **Technical Support:** Ray Reid, Song Ye, Paul Johnson
- **Information Specialists:** Geoff Walton, Geraldine McDonald will work with the project manager
- **Copyright/IPR/Data protection:** Sue Howlett
- **Educational Support** - Christa Appleton – will led the eLearning educational issues work
- **Learning Development Specialists** - Six members of the LDI team not listed above will between them contribute 0.5 FTE to work with Faculty teaching and support staff.

### 3.6 Risk Analysis

Risk	Probability	Impact	Score	Notes
Loss of key personnel	3	1	3	All staff are in place and there are no “single points of failure” within the team
Project is overambitious	2	1	2	Not a problem whilst Senior management support exists
Organisational strategy changes	1	4	4	Senior management commitment to plans makes this unlikely
Technical problems with linking systems	2	5	10	Project is not proposing anything radically new. Technical issues are likely to be minor
Failure to address business process shortcomings	1	5	5	Mitigation path is via JISC ENABLE project which has Executive and faculty support and which explicitly address such problems
Cultural issues	5	2	10	Responses during bid formation and related plans indicate willingness to change across the organisation, but individual objections are inevitable and need addressing

### 3.7 Indicative Deliverables

Commitment from Staffordshire Faculties and Schools has been gained for the deposit of the following resources as a minimum. The material represents the equivalent of in excess of 500 credits. At Staffordshire, a normal module is 15 credits.

- Complete level 3 module “Information Systems in Industry” – including outcomes, learning plan, lecture slides, workshop materials, formative/summative assessments and marking guides
- Complete level 1 module “Modelling Systems” – as above plus videos of lectures
- Complete project guidance and support for BSc(Hons) Technology Project (Level 3, 60 Credits) and Foundation Degree Work-Based Project (Level 2)
- Lecture notes, solved examples and tutorial sheets for: Power System Engineering and Analysis (Level 3) Advanced Power System Engineering and Analysis (MSc)
- On-line training material for designing electrical and electronic solutions
- Complete course materials (currently in Blackboard) for Optical Fibre Communication Systems (MSc) Digital Systems (Level 3) Analogue and Digital Electronic Systems (Level 2, 30 credits) Signals and Communications (Level 1)
- Lecture materials, experiments and questions/solution for Communications (Level 2), Signal Processing (Level 2), Personal Broadband Networks (Level 3)
- Sustainable Lifestyles and Communities (Level 1) - session activities, notes/power-points, case studies, relevant websites and web resources, guided reading, assessment types and criteria
- Sustainable Communities: Research In Action (Intermediate Level) - Class session activities, notes and power-points, relevant websites and web resources, survey and interview design, execution and analysis techniques, guided reading, assessment types and criteria, module review/evaluations and pedagogic reflection
- Delivering Sustainable Development (30 credits – Masters Level) - Distance learning activities and notes, Relevant websites and web resources, Guided reading, Assessment types and criteria
- Arts, Media and Design Degree Show Website - <http://www.staffs.ac.uk/degreeshow> - a massive resources of images, videos and animations – will be exposed as assets via the Hive repository

## Staffordshire University – OpenStaffs – OER Proposal

- Comprehensive online study and assessment skills handbook for humanities and arts students - sections on time management, oral presentations, written work, examinations, referencing/citation.
- 'e' learning resources for Media students - bespoke training videos in the use of Maya software, one received an award of excellence from BEA (US based Broadcast Education Association).
- Skills for Knowledge In Learning & Law (Level 1) - e-sessions on PDP Skills Audit and Planning and Using you feedback
- StaffsLive Website - [http://www.staffs.ac.uk/schools/art\\_and\\_design/journalism/joomla/index.php](http://www.staffs.ac.uk/schools/art_and_design/journalism/joomla/index.php) - a live journalism website of articles, sound, images and videos – to be exposed as assets via Hive
- Sets of videoed lectures for: Web Programming With Servlets And Java Server Pages (Level 2) Methods And Issues Of E-Investigation (M-Level), Knowledge Management (M-Level), Quality And Project Management For Technologists (M-Level), Secured Converged Networks (M-Level), Mobile Applications And Systems (M-Level)
- Introductory Christian Apologetics (Certificate Level) - Videoed Lectures
- Distance Learning Courses (currently CD based, with book support) for Research Methods And Proposal (M-Level) Computer Systems Architecture (M-Level)
- Complete Elearning Course Materials (Currently In Blackboard) for Business Applications of Mobile Computing (M-Level), Location Based Services (M-Level), Mobile Computer Communications Systems (M-Level), Mobile Applications & Systems (M-Level), Advanced Computing Investigation Topics (M-Level) Advanced Database Systems (Level 3), Xml & Web Services (Level 3)
- Resources to support a number of modules in Health, Sport and Exercise, and Social Work (space does not permit further detail)

In addition the following will be provided:

- Process models for the complete process cycle in the form implemented by end of project
- All policies created to be made available as exemplars
- Code created by Staffordshire staff which can be used more widely made available as open source

### **3.8 IPR and Copyright**

A University mandate will ensure that that whether through its research output or excellent teaching practice, a large number of high quality lecture notes, learning objects, podcasts, documentation, guides and online learning activities will be made available as Open Access (OA). Intellectual property and copyright issues will be addressed via this mandate. All staff as a prerequisite part of the process of submitting online content for learning and teaching purposes in online environments will be expected to sign up to an OA agreement (with a managed process to incorporate exceptions such as publishers agreements, technical issues etc). As a result all staff and students will have access to the rich and varied learning and teaching resources available in any discipline and in any format for repurposing or reuse, the OA mandate will extend this to include the community. This will provide a 'shop window' for the University.

## **4 USER NEEDS ANALYSIS, COMMUNITY ENGAGEMENT AND EVALUATION APPROACH**

**4.1 Proposal Formation** This proposal was developed at the request of the University Executive. All senior managers in the proposed working group have been consulted, as have the Deans and Faculty Academic Directors of all Faculties and Schools.

**4.2 Stakeholder Engagement** The University Executive see a move into OER has being supportive of, and in line with, the University's goals and business plans. Deans and Academic Directors have been consulted and recognise potential benefits in terms of marketing, positioning and new business opportunities. Teaching staff have been mixed in their reactions, with some being keen to become involved and others taking a more "defensive" view. As shown in Section 3.1, the proposal is in sympathy with the terms of the Staffordshire University Regional Federation (SURF) agreement and the University would want to extend the OER approach to SURF and its other FEI partners. However this has obviously not been possible in the timeframe of writing the proposal as the partnerships are legal agreements involving multiple parties.

**4.3 Evaluation Approach and On-Going Stakeholder Engagement** - This is outlined in the workplan. Experience from the SURF WBL and WBL-Way projects has shown that a single evaluation approach is insufficient and inappropriate. Time considerations play an important part in the selection of methods, particularly for senior managers and teaching staff. A range of methods will be employed, including individual interviews, focus groups (proven very successful with the University's students and which the Student Union will help facilitate), reflective blogs/story keeping, and as appropriate,



- c) All staff listed are in post – no recruitment will be required
- d) The quantitative benefits of OER are difficult to assess at this stage, however these and the qualitative benefits anticipated are discussed in Section 1 and Section 3.2

## 6 PREVIOUS EXPERIENCE OF THE PROJECT TEAM (Fuller detail in Appendix C)

**6.1 Professor Mark Stiles** is Head of Learning Development and Innovation at Staffordshire University. His current responsibilities include corporate responsibility for the University's TSL Strategic Plan. Mark has directed or managed a significant number of JISC projects including COSE, COSE, COSE and IMS Interoperability, SUNIWE, SURF WBL, SURF WBL-Way and ENABLE, and partnered JISC projects including CAMEL and COVARM. Mark is Deputy Chair of JISC-JLT.

**6.2 David Parkes** is Associate Director of Information Services. He leads a learning support team of librarians, educational technologists, trainers, IT Professionals, Help Desk and Web Designers. David manages the team over 4 libraries and is responsible for providing access to over 350,000 books, 16,000 journals and ejournals and 50,000 e-books. He is a Chartered Librarian and writes and speaks widely on information and digital literacy, e-books and emerging technologies. He sits on the Proquest Advisory Board, the Cambridge University Press Advisory Board and Coutts MyiLibrary.

**6.3 Sam Rowley** is Learning Development Manager (Software Development & Interoperability) in the LDI Team where he leads technical development. He has twelve years experience of e-Learning software development, including leading production of the COSE VLE, and has been the technical lead on a number of JISC projects including SUNIWE, SURF WBL-Way and Enable. Sam holds a B.Sc. in Physics and M.Sc. in Computing Science and is a chartered member of the British Computing Society. His current focus is on Enterprise Architecture and Agile software development. Sam is leading Hive implementation.

**6.4 Song Ye** is a Learning Development Specialist in the LDI team. He was technical developer for SUNIWE project and worked on interoperability for SURF WBL-Way. He has 5 years Java programming and 9 years software maintenance experience. He holds a M.Sc. in Computing Science.

**6.5 Ray Reid** is a Learning Development Specialist in the LDI team. He was interface design & internationalisation programmer on the COSE project and worked on the JISC SURF WBL-Way project. He has eight years experience of e-Learning software development and 3 years computer maintenance experience. Ray holds a B.A. in Interactive Systems Design.

**6.6 Christa Appleton** is the E-learning Models Coordinator in the Learning Development Team. She is responsible for the development, presentation and evaluation of models of best practice in e-learning. She holds a degree (BA Hons), Cert Ed and a LETTOL qualification (for teaching online) and is currently studying for an MA in Digital Media and E-learning.

**6.7 Geraldine McDonnell** is Cataloguing Librarian at Staffordshire University, and part of the Learning, Technology and Information Services team. She has 35 years experience of running a Cataloguing Department. She is a Chartered Member of CILIP.

**6.8 Geoff Walton** is Subject Librarian and Research Informed Teaching Project Co-ordinator at Staffordshire University. He is a recognised expert in information literacy and its associated pedagogy, having published widely on the subject. He has also developed, via PhD research, a new model for delivering learning via online discourse. This model has been used as an exemplar in the JISC e-learning models project. He is part of the team, which developed the Assignment Survival Kit online resource that has been made available via Creative Commons to HE institutions throughout the UK. Geoff is a chartered librarian, qualified teacher and Fellow of the HEA.

**6.9 Sarah Hall** is Library and Learning Support Manager in the Learning Technology and Information Services team of Information Services. She leads a team of librarians and academic study skills specialists in developing and delivering material to support skills for learning and information literacy. Sarah and team support students working on and off campus and in partner institutions. She manages a faculty resource fund and is responsible for purchasing and managing library stock in a range of media. Sarah is a graduate, a chartered member of CILIP and a member of the HEA.

**6.10 Sue Howlett** is the University Information Protection and Security Manager responsible for ensuring the implementation and management of data protection, copyright and information security policies. She has worked in Higher Education since 1980 with a background in Learning Technology.

**6.11 Paul Johnson** is the Subject and Learning Support Librarian for emerging technologies and media, and focuses on the development, implementation and integration of electronic resources and information for the support of teaching and research across the University. He is responsible for managing the authentication systems for access to e-resources. He has worked in libraries for nineteen years, including eight years and holds a Postgraduate Diploma in Information and Library Studies.

**Appendix A Supporting letter(s)**

From:

- Staffordshire University
- Giunti Labs
- Blackboard Inc



**Vice-Chancellor and  
Chief Executive**

**Professor Christine E King, CBE, DL**  
BA MA PhD CIMgt FRSA FRHistS

Staffordshire University  
Vice-Chancellor's Office  
Blackheath Lane  
Stafford ST16 0AD  
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+44 (0) 1785 353200 (fax)  
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JISC  
Northavon House  
Coldharbour Lane  
BRISTOL  
BS16 1QD

2 March 2009                      CEK/deh

Dear Sir/Madam

**Staffordshire University Institutional Open Educational Resources Proposal - OpenStaffs**

I am delighted to confirm Staffordshire University's institutional support and commitment to the above proposal which we are submitting for consideration under the HEFCE/Academy/JISC Open Educational Resources Programme: Call for Projects

The University is committed to making the open exposure of its educational resources the norm rather than the exception and plans that eventually the majority of its in-house educational resources will be openly available. This mandate supports the Executive Business Plan 2007-2012 GOAL G - Delivery ([http://www.staffs.ac.uk/images/secure/uni\\_plan\\_business\\_plan.pdf](http://www.staffs.ac.uk/images/secure/uni_plan_business_plan.pdf)) which has a primary goal to 'exploit technological advances to support formal, informal and flexible learning' and to 'implement new and existing learning and teaching media to support effective e-learning and delivery'. We believe by providing the widest possible access and audience for our learning and teaching resources we will attract and stimulate learners and ensure excellence, innovation and quality in our curriculum.

I am pleased to confirm the commitment of the senior staff named in the proposal. Most are already part of the Senior Management Group of our JISC "ENABLE" Project and we look forward to integrating the work of this OER initiative with the wider work on Curriculum Development and Technology Supported Learning that ENABLE is bringing together.

Yours sincerely

A handwritten signature in black ink that reads 'Christine King'.

Professor C E King CBE, DL  
Vice Chancellor and Chief Executive



Staffordshire University  
College Road  
Stoke On Trent  
ST4 2DE

Dear Professor Stiles

Giunti Labs would welcome the opportunity to partner with Staffordshire University in the proposed "StaffsOpen" project under the JISC/HEA OER Call.

Our relationship with Staffordshire University is highly valued in both a commercial and educational capacity. We see the proposed as an exciting development which will strengthen that relationship.

Giunti Labs have a modular approach to the market and as such integration into other systems is very important to us, we regard Blackboard as a key player in the education market and invest in the integration and relationship with them on a continual basis. This can only support Staffordshire in achieving their Strategic Plan both short term and long term.

Giunti Labs see the national OER initiative as one which opens many new opportunities for our company and are keen that Giunti Labs and the Hive Repository should be part of this.

We will work with Staffordshire University to ensure that the capture, exposure, discovery and export of resources meets the needs of the OER approach. As part of our commitment to the relationship, we are pleased to commit to providing a resource as and when it is commercially viable, to serve on the project management group and providing guidance and advice. In addition, where consultancy or technical effort is needed from Giunti Labs to meet the specific needs of the project.

Yours,

A handwritten signature in blue ink, appearing to read 'R. Gillan'.

Robert Gillan  
Sales Manager



Blackboard

Professor Mark Stiles  
Staffordshire University  
Stoke On Trent  
United Kingdom

26<sup>th</sup> February 2009

Dear Professor Stiles,

**Re: "StaffsOpen"**

Blackboard are delighted to be a partner in the proposed "StaffsOpen" project under the JISC/HEA OER Call.

We value our relationship with Staffordshire University and see the work proposed as an exciting development which will strengthen that relationship.

Blackboard is also actively working with Giunti labs on the Blackboard/Hive integration to ensure that Staffordshire's Technology Supported Learning Strategic Plan can be successfully delivered.

Blackboard sees the national OER initiative as one which opens many new opportunities for our company, and is keen that Blackboard should be part of this.

We will work with Staffordshire to ensure that the capture, exposure, discovery and export of resources meet the needs of the OER approach.

We are pleased to commit to providing a representative to serve on the project management group and providing guidance and advice.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Andy McGinn'.

Andy McGinn  
Regional Manager  
Blackboard

Blackboard International B.V.  
Dam 27 2<sup>nd</sup> Floor, 1012 JS Amsterdam, The Netherlands

## Appendix C - Mini Bios

### Biographies of Core Project Staff

**Professor Mark Stiles** is Professor of Technology Supported Learning and Head of Learning Development and Innovation at Staffordshire University. His current responsibilities include researching the use of technologies for learning and corporate responsibility for the University's Technology Supported Learning Strategic Plan. He has published widely on learning technology and associated pedagogy and policy. Prior to his current role, Mark spent some 10 years as a deputy IT Director in HE with particular focus on the support of learning, preceded by 15 years as a teacher and academic manager in FE. Mark has led a significant number of JISC projects including:

- COSE - Development of one of the first VLEs
- COSE and IMS Interoperability
- SURF Pilot – use of IMS enterprise specifications between FE and HE
- SURF WBL – Creation of generic eResources for WBL
- SUNIWE – cross institutional support for Foundation Degrees
- SURF WBL-Way – eSupport Point for WBL
- ENABLE – Curriculum Design and Organisational Transformation

Mark has also been a partner in a number of other JISC projects including CAMEL and COVARM and has carried out a number of evaluations and consultancy activities for JISC. Mark is Deputy Chair of JISC-JLT, Chair of the JISC-CETIS Board and represents JISC as a member of the Board of Directors of the IMS Global Learning Consortium. Mark is a Chartered Fellow of the BCS.

**Sam Rowley** is Learning Development Manager (Software Development & Interoperability) in the Learning Development and Innovation Team where he leads the technical development of e-Learning software and interoperability solutions. He has twelve years experience of e-Learning software development and Enterprise Application Integration, including leading production of the COSE VLE, and has been the technical lead on a number of JISC projects including SUNIWE, SURF WBL-Way and Enable. Sam holds a B.Sc. in Physics and M.Sc. in Computing Science and is a chartered member of the British Computing Society. He has extensive experience of software development in project manager and developer roles. His current focus has widened from developing software and integrating systems to looking at Enterprise Architecture as a tool for business transformation.

**David Parkes** is Associate Director of Information Services at Staffordshire. David currently leads a dynamic learning support team of librarians, educational technologists, trainers, IT Professionals, Help Desk and Web Designers - to provide a wide array of quality services, resources and learning opportunities. David manages a multisite team over 4 libraries and is responsible for providing access to over 350,000 books, over 16,000 journals and ejournals and 50,000 e-books and a learning resources budget of approximately £1 million per year. He provides desktop and first line support for over 5000 PCs for staff and students, general teaching rooms, educational technology such as interactive whiteboards and voting systems, podcasting and emerging technologies. David is a Chartered Librarian and Fellow of the Higher Education Academy, he writes and speaks widely on the provision of information and digital literacy, e-books and emerging technologies to other Universities, publishers, academics and other librarians. He sits on the Proquest Advisory Board, the Cambridge University Press Advisory Board and Coutts MyiLibrary. He has recently undertaken consultancy for the Oxford University Russia Fund to help develop ebook provision in Russian Universities. David is also responsible for Academic Study Skills and the skills centres across the University which complement the existing provision in IT and Information Literacy. David is Head of the Special Collections and Archives - a collection of local and national importance. He chairs Inspire West Midlands – the co-operative cross-sectoral access scheme involving all NHS, HE, FE, public and special libraries in the region.

**Paul Johnson** is the Subject and Learning Support Librarian for emerging technologies and media at Staffordshire University. His role focuses on the development, implementation and integration of electronic resources and information (online/ web based/ digitised/ multimedia) for the support of teaching and research across the University. Responsibilities include managing the authentication

## Staffordshire University – OpenStaffs – OER Proposal

systems used to access e-resources and he is the Athens Administrator for Staffordshire University. He has worked in libraries for nineteen years, including eight years experience of managing online resources and holds a Postgraduate Diploma in Information and Library Studies. Present areas of development include: working in partnership with EduserV to help develop their MyAthens portal; the introduction of a federated search solution; exploring and implementing Web 2.0 technologies within the library environment. He also provides support for the Faculty of Arts Media and Design.

**Geraldine McDonnell** is Cataloguing Librarian at Staffordshire University, and is part of the Learning, Technology and Information Services team. She has 35 years experience of running a Cataloguing Department, and during that time was responsible for 4 catalogue migrations, 2 data conversions, 2 full reclassifications of stock, and has recently converted the catalogue to MARC21. She provides cataloguing advice to the University's Careers Service, Study Skills and Staff Development, and works closely with Information Services Disability Group to record all assistive technology available for student use. She is a Chartered Member of CILIP and has degrees in English and history, and American Studies and politics.

**Geoff Walton** is Subject Librarian and Research informed Teaching Project Co-ordinator at Staffordshire University. He is a recognised expert in information literacy and its associated pedagogy, having published widely on the subject. He has also developed, via PhD research, a new model for delivering learning via online discourse. This model has been used as an exemplar in the JISC e-learning models project. Geoff's PhD thesis (Loughborough University), 'Developing a new blended approach to fostering information literacy' was passed with minor corrections on 12<sup>th</sup> Feb 2009. He is part of the team which developed the Assignment Survival Kit online resource which has been made available, via Creative Commons, to HE institutions throughout the UK. Geoff is a chartered librarian, qualified teacher and Fellow of the Higher Education Academy. He is co-editor of 'Information literacy: recognising the need' published by Chandos and jointly leads the Staffordshire University Information Literacy Community of Practice (SUILCoP) which meets four times per year, attracting delegates from HE institutions across the UK, to share good practice amongst the information literacy community. He is currently finalising a book with Mark Hepworth (Loughborough University) on information and e-literacy due for publication in summer 2009.

**Sarah Hall** is Library and Learning Support Manager in the Learning Technology and Information Services team of Information Services. She leads a team of librarians and academic study skills specialists in developing and delivering material to support the University's commitment to skills for learning and information literacy. Sarah and team support students working on and off campus and in partner institutions. She manages a faculty resource fund and is responsible for purchasing and managing library stock in a range of media. Sarah is a graduate, a chartered member of CILIP and a member of the Higher Education Academy.

**Sue Howlett** is the University's Information Protection and Security Manager responsible for ensuring the implementation and management of data protection, copyright and information security policies. She has been working in Higher Education since 1980 and has a background in Learning Technology. She is an Information and Compliance Specialist.

**Song Ye** is a Learning Development Specialist in the LDI team. He was technical developer for SUNIWE project and worked on interoperability for SURF WBL-Way. He has 5 years Java programming and 9 years software maintenance experience. Song holds a M.Sc. in Computing Science. He is also a SJCP (Sun Certified Java Programmer). He is currently focus on developing a web-based application for Divas project and is also the technical officer for the ENABLE project.

**Christa Appleton** is the E-learning Models Coordinator in the Learning Development Team. She is responsible for the development, presentation and evaluation of models of best practice in e-learning. She is currently collaborating with staff in LDI and other faculties on specific projects relating to embedding models and developing innovative practice. Christa is involved with internal projects (DIVAS and the Enable project) developing models of best practice and LDI workshops for university staff. She also has responsibility for managing a large (over 700 members) and very successful Community of Best Practice (global membership) to disseminate and share e-models and best practice in elearning, she coordinates regular workshops, discussions and activities for the community. She has seven years

## Staffordshire University – OpenStaffs – OER Proposal

experience in e-learning innovative practice, originally developing and delivering practical materials for students and more recently delivering staff development and CPD (face- to-face and online). She holds a degree (BA Hons), Cert Ed and a LETTOL qualification (for teaching online) and is currently studying for an MA in Digital Media and E-learning.

**Ray Reid** is Learning Development Specialist in the Learning Development and Innovation Team where he helps with the technical development of e-Learning software and interoperability solutions. He has eight years experience of e-Learning software development, including interface design & internationalisation of the COSE VLE, and was involved in the JISC SURF WBL-Way project. Ray holds a B.A. in Interactive Systems Design. He has experience with the full software development lifecycle on multiple client and server target platforms. His current focus is on developing two open source social networks, one for staff and another for the students, as well as implementing the University's repository software.

## Appendix E - Staffordshire University Strategic Plan for Technology Supported Learning

### Context

This strategic plan addresses how the use of technology to support and enhance the learning experience can be taken forward in pursuit of the University's plans for the period 2007-2012.

**NOTE:** Technology is just a tool in this context and the term “eLearning” is increasingly unhelpful. There is a tendency for initiatives labelled “eLearning” to become marginalised because of that labelling. The University must strive to move a position where the use of technology to support learning is seen as just part of the normal toolkit available to enable all those involved in the learning experience to innovation and enrich it.

### Policy

The current University eLearning Policy states:

*The University will use eLearning where appropriate to support the achievement of its goals in providing learner-centred learning experiences that are flexible, responsive and effective and meet the needs of all its learners and partners. eLearning will be used to innovate both learning and its delivery and will be delivered making effective and efficient use of all resources whilst maintaining the quality standards the University is committed to.*

*Policy aspects pertaining to eLearning will, where relevant, be embedded in **all** University policies and procedures to ensure a consistent and corporate approach to associated systems, processes and responsibilities.*

This intent holds good in the context of current University and Faculty plans, and the 10 principles forming the policy remain “fit for purpose”. However, the policy should be reviewed biennially to ensure this remains the case.

### Underlying Approach

In line with research conducted within Learning Development and Innovation<sup>1</sup>, it is proposed that this strategic plan will be policy driven to ensure coherence, but will take into account:

- The need to respect the need for appropriately distinct and individual approaches by Faculties and course teams
- Policy should be sufficient to guide practice but apply the minimum level of control necessary and avoid needless bureaucracy.

### The 2007-2012 University Plan

The use of technology to support and enhance the learning experience will make a direct contribution to the **Strategic Intent** of the University in terms of:

- **Values (and in particular):**  
Widening Participation, Internationalism, Diversity, Enterprise and Innovation, Working in partnership
- **Customer Focus (and in particular):**  
Meeting diverse needs, Flexibility, Innovation, Scholarship
- **Flexibility:**  
Choice in timing, place and pattern, Distance Learning, Learning from home, Work-based Learning, Innovation in learning teaching and assessment
- **Growth and Diversification**  
Enhancing the experience of on-campus students, Cost-effective use of resources, Employer engagement, Research, consultancy and KT

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<sup>1</sup> Stiles, M. and Yorke, J., “Technology Supported Learning – Tensions between innovation, and control and organisational and professional cultures”, Journal of Organisational Transformation and Social Change, 3: 3, 2007, pp 251-267

**Strategic Plan for Technology Supported Learning**

Overall strategic aim:

**To develop and implement a flexible and agile approach to the use of technology support learning (TSL) to enable its impact on contributing to corporate goals to be maximized.**

Activity for 2007-2012	Objectives by 2012	Current Milestones	Means of verification
<p><b>Implement effective management of learning resources and course related information</b></p>	<p>Have in place an institutional repository which is focused towards learning and teaching and which will, by working seamlessly with technologies used for delivery, provide:</p> <ul style="list-style-type: none"> <li>• Flexibility and diversification in TSL approaches</li> <li>• Effective management and reuse/repurposing of learning and course related content</li> <li>• Responsiveness in creating resources for new course products</li> <li>• Effective exploitation of research outputs to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• All VLE content in repository and repository content available for reuse in a variety of systems Sept 08</li> <li>• Repository management in place Sept 09</li> <li>• Research outputs in repository Sept 09</li> <li>• Business processes in place to feed course related information to repository Sept 10</li> <li>• On-line guidance for staff on the production, and distribution, of various media Sept 09</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content and statistics</li> </ul>
<p><b>Expand the use of TSL for Flexible Learning, WBL and Business and Community Engagement activities and the strengthening of SURF and other partnerships</b></p>	<p>Use appropriate and linked technologies to provide targeted support for employers, mentors, partner tutors and work-based learners, and targeted information to create and maintain employer engagement.</p> <p>Provide flexible and targeted support for course development and delivery activities, including validation, provision of course related information, progression, and access to support and expertise</p> <p>Use appropriate technologies to make effective use of PDP</p>	<ul style="list-style-type: none"> <li>• SURF WBL content in repository accessible from WBL portal Sept 08</li> <li>• Pebble Pad content in repository Sept 09</li> <li>• Enhanced WBL support point Sept 09</li> <li>• Guidance and processes for joined-up enrolment in TSL systems (April 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content</li> <li>• Analysis of WBL Support point usage across SURF</li> <li>• Review of TSL processes</li> </ul>

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	and ePortfolios as an intrinsic part of the learning experience.		
<b>Put in place a system of learner-focused Quality Enhancement for TSL</b>	<p>Create an agile quality model based on communities of practice and linked to the dissemination of good practice and staff development making use of:</p> <ul style="list-style-type: none"> <li>• Peer observation of eLearning</li> <li>• Evaluation of eLearning designed to inform award leaders</li> </ul> <p>Implement a fast-track quality model with guidelines for validation panels founded on the use of “badged” models of eLearning</p>	<ul style="list-style-type: none"> <li>• Guidelines for models piloted Spring 08</li> <li>• 2 Models in place including guidance July 08</li> <li>• PO and evaluation of eLearning in place Sept 08</li> <li>• Fast-track approach via models agreed Sept 08</li> </ul>	<ul style="list-style-type: none"> <li>• Review and report End 08</li> </ul>
<b>Diversify the delivery of TSL</b>	<p>Have diversity in TSL delivery using a range of new media and technologies, including VLEs, Web 2.0 applications, mobile technologies and other emerging technologies</p> <p>Have identified a range of models for the use of diverse technologies and agree guidelines for their interoperation with each other and corporate systems</p> <p>Agreed, for Web 2 and other emerging technologies, a policy for use and minimum level of corporate control</p>	<ul style="list-style-type: none"> <li>• Guidance and policy for use of Web 2.0 and other new media (Spring 2009)</li> <li>• Online “Roadmap for TSL Developments” (August 2009)</li> <li>• Evaluated pilots of new approaches and technologies (2008 ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Review via validation and monitoring outputs of TSL usage and implementation</li> </ul>
<b>Disseminate good practice and build effective staff development in TSL</b>	<p>Staff development in TSL is integrated with course development and delivered “at point of need”.</p> <p>Provide a range of CPD activities, both non-accredited and accredited. Models in TSL are developed and exploited in a community of practice approach to ensure spread of good practice. WBL integrated into TSL CPD</p> <p>Provide an expanded range of accredited provision of eLearning-focused courses, including an eLearning Masters course(s) provided</p>	<ul style="list-style-type: none"> <li>• Provision of TSL awareness session for all new academic staff - (By Jan 2009)</li> <li>• TSL PGCert Sept 08, Diploma Sept 09, Masters 2010</li> <li>• Models of TSL further developed via a CoP approach to ensure the spread of good practice (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Uptake of sessions and courses</li> <li>• Analysis of CoP participation</li> </ul>

	collaboratively with Faculties.		
<b>Improve the administration of TSL and the provision of course related information</b>	<p>Effective, responsive and customer focussed administration of eLearning and related support is in place</p> <ul style="list-style-type: none"> <li>• Electronic Prospectus implementation</li> <li>• Student Record System enhancements</li> <li>• e-Enrolment &amp; VLE interfaces</li> <li>• On-going Institutional Portal implementation</li> </ul>	<ul style="list-style-type: none"> <li>• New website course search 2008</li> <li>• Electronic Module enrolment 2008/9</li> <li>• Online results portlet re-launch 2008</li> <li>• Co-ordinated approach to the provision of an electronic prospectus to ensure all requirements are taken into account and outputs available in the repository (2010)</li> <li>• Improved Blackboard integration to enable more automated and flexible staff and student enrolment Sept 08</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Electronic module enrolment and results portlet</li> <li>• Review of prospectus</li> <li>• Feedback from Faculties on Blackboard enrolment</li> </ul>
<b>Put in place an approach to Research and Development in TSL which enhance the University's reputation and attract external funding</b>	An institutional approach to R & D in TSL designed to maximise income and funding	<ul style="list-style-type: none"> <li>• Plan for TSL R&amp;D linking centre and Faculties (Jan 09)</li> <li>• Annual Staffordshire TSL Conference (2008)</li> <li>• Increased publications in TSL across the University (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in Conference</li> <li>• Number of publications</li> </ul>
<b>Ensure that the work on Study Skills and Information Literacy makes appropriate use of, and is integrated with, TSL</b>	Availability of guides and opportunities for technology access, hardware and software familiarisation, online skills and relationships, motivation online audio and video material, peer interaction and technology, information literacy and study skills. Instant messenger support available from help desks and specialist subject	<ul style="list-style-type: none"> <li>• Increased use of audio and video tools (e.g. podcasts) (2009)</li> <li>• Electronic guides for study and resource use (2008)</li> <li>• Digitisation of key resources (2008 on-going)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content</li> <li>• Number and take-up of digitised resources</li> </ul>

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	and discipline support. Ongoing digitisation of material.		
<b>Implemented a technical infrastructure which will allow the ready interconnection of TSL applications and other systems and which will allow TSL applications to be introduced/removed in a flexible and responsive way</b>	<p>Further develop the University server, storage and network infrastructure, and systems to provide a modular, agile and responsive environment based on industry standards. Including:</p> <ul style="list-style-type: none"> <li>• Appropriate use of Web service approaches (SOA).</li> <li>• Use of virtualisation to provide flexibility in capacity and greater resilience of core TSL systems</li> </ul> <p>Develop an identity management system to allow seamless access and authorisation to TSL applications.</p>	<ul style="list-style-type: none"> <li>• SOA developments via online results portlet and development of online module enrolment (2008/09)</li> <li>• Virtualisation strategy and plan (2008)</li> <li>• Implement an identity management solution (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on progress from Corporate Information and IT</li> </ul>
<b>Carry out a study of the TSL support and resourcing needs within faculties including how these can be best linked to central support and produce a report recommending the way forwards</b>	<p>Effective support for use of TSL within Faculties</p> <p>TSL support within Faculties works in partnership with central support</p>	<ul style="list-style-type: none"> <li>• Report on Faculty TSL Support and Resourcing Requirements (Spring 2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Report presented for action</li> </ul>

## Appendix F - An eLearning Policy for Staffordshire University

### 1 The Policy Statement

*The University will use eLearning where appropriate to support the achievement of its goals in providing learner-centred learning experiences that are flexible, responsive and effective and meet the needs of all its learners and partners. eLearning will be used to innovate both learning and its delivery and will be delivered making effective and efficient use of all resources whilst maintaining the quality standards the University is committed to.*

*Policy aspects pertaining to eLearning will, where relevant, be embedded in **all** University policies and procedures to ensure a consistent and corporate approach to associated systems, processes and responsibilities.*

What is eLearning?

For the purpose of this policy, and the Quality Assurance and other procedures it relates to, an award is considered to involve e-Learning where:

*A student cannot reasonably be expected, without due provision of individually focused accommodations (to meet the needs of disability, for example), to meet the learning outcomes of the course without accessing and/or engaging with the electronically delivered and/or supported components of the course.<sup>2</sup>*

Here, the word course (as used in the original document as approved by QDC) is intended to cover both awards (at any level of granularity) and informal courses. Where an offering provides eLearning components or eContent on which the achievement of the learning outcomes is NOT dependent, it does not fall within the scope of this policy but nevertheless, such provision is subject to the requirements of the University relating to electronic learning content, including its provenance, quality, and management.<sup>3</sup>

#### 2.1 Principles of the eLearning Policy and their Context

**Principle 1: *The University will ensure that its eLearning provision can meet the needs of a full range of flexible and independent learning experiences. This will include on and off campus learners in local, regional, national and international settings and cover both blended and fully eLearning courses ranging from full awards to informal and individual learning.***

The key here is “flexibility” – to meet the needs of a wide range of learners, drawn from diverse contexts, with very different learning requirements, requires providing University staff in both Faculties and Services with the appropriate skills and professional capabilities, ensuring that working practices, policies, processes and responsibilities are appropriately aligned, and that technical and infrastructural systems support eLearning are adaptable whilst being robust and effectively managed.

**Principle 2: *The University will ensure that students taking eLearning courses have equity of opportunity with those taking courses delivered in more traditional ways, and that its marketing, recruitment, administrative and support procedures and provision are fully aligned to the needs of the eLearner.***

This principle is fundamental to all aspects of retention, widening participation and inclusion, and also to meeting the needs of the lifelong learner, those involved in CPD, and partner organisations.

**Principle 3: *The University will continually work towards ensuring that all systems, both manual and electronic, used in the eLearning context interoperate in the most effective way to provide learners with a effective and increasingly individualised learning environment encompassing all aspects of their experience as a student of the University, as part of a holistic Managed Environment for Learners (MEfL).***

eLearning is not just about VLEs – its success depends on the effective interoperation of all systems supporting the learner, including the various MIS, financial and student record systems, PDP systems, those providing resources such as eLibrary and eBook systems, and corporate repositories, as well as all of these linking to, and exchanging data with, regional, national and international systems. This has

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<sup>2</sup> See papers and minutes of QDC from December 2003. Copies of papers also available from IS LDI.

<sup>3</sup> See papers and minutes from QDC from 1998, January 2001, and December 2003. Copies of papers also available from IS LDI

to be achieved in such a way as to provide the prospective, current and past student with a view of their experience at Staffordshire that is personal to them. Part of this work will need to provide a single, simplified, but individual, point of access to the learning experience.

**Principle 4: *The University will exploit the range of technologies used in the eLearning context to work with partner organisations, employers and individuals to assist it in meeting its goals of supporting the independent and lifelong learner and continuing professional development.***

This principle follows from the previous one. In order to work well with outside organisations and facilitate the lifelong learner, including in areas such as progression and CPD, it will be essential that not only do the University's own systems used to support eLearning interoperate, but that they can also import and export information readily from partners and other organisations. Only by doing this can the needs of the independent learner be adequately covered. For example learners will want to bring personal development records/plans with them and take them away when they move on.

**Principle 5: *The University will ensure that as far as possible, resources for both tutors and learners, including eLearning course content, University eResources, and those provided from external sources are easily accessed from point of need. In addition, it will via the use of managed repositories, ensure that University owned eContent and eResources are readily available for repurposing and reuse by those entitled to do so, and will thus actively support cross discipline and Faculty developments.***

Experience from the University's use of Lotus LearningSpace has shown the danger of having all content tied to a single system. It is important that content can be used in multiple systems and contexts, and that where resources reside in fixed systems (for example Books), that they can be accessed readily from references held in other systems. Along with this, the independent learner needs to be able to search easily for resources relevant to their needs, even where these resources reside "outside" the course they are currently studying. Lastly it is imperative, to avoid needless duplication of effort, that, where appropriate tutors (including partners) can readily access and reuse tried, tested and quality assured resources created or identified by their colleagues (in such a way that their colleagues' work is acknowledged). All of this will enhance the ability of the University to respond to new eLearning opportunities and the experience it offers to its learners, and assist in underpinning the cross discipline and Faculty developments the University requires for the future.

**Principle 6: *The University, through its quality processes, will ensure that eLearning provision meets the standards expected by the University, funding bodies and relevant legislation, and that it is accessible, educationally sound, engaging and appropriate to its target populations, whilst ensuring that course developers and those facilitating learning have the scope to innovate and fully employ their professional skills and judgement.***

The University's academic planning processes need to be both robust and flexible enough to allow it to respond in a timely manner to new opportunities. Whilst QA has, in the past, concentrated on matters of eContent, it is important that policies and procedures are developed to ensure that eLearning offerings are fit for the target population, including the independent learner, and offer an educational sound experience which is both effective and engaging. It will be important here to ensure a distinction is drawn between "eLearning" as defined at the start of this policy, and "eEnhanced" learning where engaging with the e-components of an award are not a prerequisite to meeting its learning outcomes. Unless this is done, approval and QA procedures could act as a barrier to progress. It is important, however, that QA procedures ensure that standards required by external bodies and legislation (for example SENDA) are met.

**Principle 7: *To ensure that the potential of eLearning to innovate learning and meet the needs of an increasingly diverse range of potential learners is realised, the University will actively encourage research, scholarship and development in all aspects of eLearning, and in particular, pedagogy for eLearning. In addition, it will, via appropriate staff development, ensure all management, administrative, support and teaching staff have the skills, and understanding of each others' roles, required to play their part effectively in the provision of eLearning.***

The University possesses, in both Faculties and Services, areas of considerable expertise and excellence in the research, scholarship and practice of eLearning and associated pedagogies. It must develop the means to encourage and promote these, whilst also ensuring that the outputs of this work are effectively not just disseminated, but embedded in practice across the institution. Experience at the

University, backed by research, has shown that effective dissemination of lessons learned is most effectively achieved where this is embedded in the development process along with appropriate staff development. Indeed, a practice of active development of all groups of staff in their part of the eLearning context is essential if effective working practices and delivery are to be maintained and further enhanced.

***Principle 8: The University will monitor and evaluate the use of all systems and practices contributing to its learners' eLearning experiences, to ensure that practice, policy and strategy are responsive to lessons learned and agile in respect of new opportunities, and will actively seek to remove barriers that impede or restrict effective eLearning.***

Experience and research have shown that eLearning can only be considered fully embedded into an institution when all policies, procedures, roles and responsibilities pertaining to the use of eLearning are fully integrated – not just with each other, but with those applying to “normal” practice.

***Principle 9: The University will ensure, assist by the use of monitoring and evaluation, that the resources required to support eLearning, in human, technical and infrastructural aspects, are appropriate to its requirements and will allow it to provide its eLearners with realistic definitions of the levels of service they can expect***

The University needs to develop a holistic approach to the evaluation of eLearning that is integrated with the monitoring of the overall students experience. In addition it needs to understand the true resourcing requirements of eLearning if students are to be given expectations of the service the University will provide them with that are achievable.

***Principle 10: The University will ensure that, by using effective costing models and market research, the pricing of eLearning offerings is both competitive and appropriate to the target populations.***

Both market research and costing/pricing are areas that need urgent attention. eLearning must not be costed in isolation, but as part of the total cost of the provision of any offering. Market research is both dependent on, and contributes to, effective costing/pricing and the University must investigate ways that new proposals can be evaluated against demand that are both realistic and affordable.

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