

**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	√	Subject area
<b>Name of Lead Institution:</b> University of Exeter					
<b>Name of Proposed Project:</b> Open Exeter					
<b>Name(s) of Project Partner(s):</b> N/A					
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<b>Tel:</b> 01392 72 3232					
<b>Length of Project:</b> 12 months					
<b>Project Start Date:</b> 1/5/2009			<b>Project End Date:</b> 30/4/2010		
<b>Total Funding Requested from JISC/Academy:</b>		£249,228			
<b>Total Institutional Contributions:</b>		£249,228			
<b>Outline Project Description</b>					
<b>Outline Project Description</b>					
<p>'Open Exeter' will give worldwide access to high quality, research-informed and up to date learning and teaching resources which have previously only been available to students studying at the University of Exeter. Preparing, publishing and promoting these resources will provide a testbed for the challenges involved in this process and invaluable mechanisms and templates for others who wish to draw on the project's experiences. The University is committed to encouraging open educational practice and believes that this project will inform and support widespread transformations in learning and teaching approaches at Exeter, more widely in Higher Education and in the broader knowledge economy.</p> <p>Open Educational Resources (OER) do not present a departure from existing plans; they are already being created at Exeter and being made available to others, through our involvement in two JISC projects. Our experiences have resulted in a high level commitment to expand on these initiatives. Our Education and e-Learning Strategies both focus on the flexible and open availability of learning resources.</p> <p>We have an ambition as a research-intensive university to support active and independent learning in which students and staff can 'range' across disciplinary boundaries in their research and learning. Therefore, 'Open Exeter' will ensure all our students, in the medium term, have access to resources from across a wide range of different programmes. We are also aiming to greatly increase our international intake, hoping to attract students who are stimulated by Exeter's research-informed learning and teaching agenda. The availability of OER will be key to marketing Exeter's education</p>					

'brand' across the world. Finally, this project will test existing OER design and production processes and adapt these to our own requirements, Once we are confident that these processes are robust we shall provide access to them and report on their use in order to support the wider community,

In summary, 'Open Exeter' will add value to existing knowledge and practices in this area by:

- Evaluating roadmaps such as those produced by JISC<sup>1</sup>, UNESCO<sup>4</sup> the Open University<sup>2</sup> and POCKET<sup>12</sup> and modifying them in the light of our experiences in the context of our campus-based, research intensive mission;
- Creating our own roadmaps, templates and institutional policies & procedures for repositories, metadata, searching tools, IPR, dissemination, educational practice and training and outreach documentation;
- Releasing a coherent body of material, for different levels of undergraduate and postgraduate study and for a range of subjects, addressing many of the areas of interest identified in the JISC tender. These will be made available through creative commons licensing;
- Publishing ongoing reports and a final evaluative report which will provide a narrative and a suite of case studies, identifying the challenges encountered and the solutions identified.

We anticipate that 'Open Exeter' will have a profound and positive impact on Exeter's institutional practices and culture and subsequently on a much wider community.

<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>	<b>YES</b> √	<b>NO</b>
<b>I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>	<b>YES</b> √	<b>NO</b>

## FOI Withheld Information Form

We would like JISC and the Academy to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

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.

<b>Section / Paragraph No.</b>	<b>Relevant exemption from disclosure under FOI</b>	<b>Justification</b>
Section 5	Staff costs in the Budget	Personally sensitive

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

<sup>1</sup> Lou McGill, Sarah Currier, Charles Duncan, Peter Douglas, December 2008. Good intentions: improving the evidence base in support of sharing learning materials

<http://ie-repository.jisc.ac.uk/265/1/goodintentionspublic.pdf>

<sup>2</sup> Open University OpenLearn <http://openlearn.open.ac.uk/>

## **1. Appropriateness and Fit to Programme Objectives and Overall Value to the community**

### **1.1 The challenges to be addressed**

**1.1.1** Having achieved our objective of being in the top-20 UK Universities by 2010 three years early, Exeter's ambition is to improve on this by 2012. We are on target, with Exeter described as a 'rising star'<sup>3</sup> in the latest RAE results and consistently in the top-10 universities with respect to the NSS. Exeter is already one of the country's most popular destinations for home undergraduate students and the University's enviable reputation for student satisfaction and research excellence is now enabling us to greatly increase our international intake. Exeter is now in a position to feel confident about sharing some of this success with the wider community and this project allows us to take steps towards this ambition.

**1.1.2** Our revised Education Strategy will focus on enhancing the quality of **all** students' experiences and this requires a step change in the environment and resources we provide. We are excited by the impact that OER can have upon our educational culture and the potential OER have in underpinning a research-informed learning and teaching agenda. We wish to promote OER within our curriculum design and delivery, creating learning communities of teachers and learners. Sharing and reusing, allied to an array of social networking tools will enable us to leverage a more communicative, active and independent learning style appropriate to our mission of developing a teaching-research nexus.

**1.1.3** We are proposing, through this project, to share some of our innovative approaches more widely and we are as well placed as any other HEI in the UK to do so. We have gained valuable experience from running three JISC-funded projects (see Section 1.2.4) all of which contribute to this bid. These, and other successful projects, have already established the required strategic relationships within the University.

**1.1.4** Projects of this sort need high level commitment to succeed. The centrality of the project to the University is evident in the creation of a high level steering group that will be chaired by Professor Richard Lamming, the new Director of our flagship University of Exeter Business School who is a senior champion for research, education and technological innovations.

### **1.2 Fit to JISC Programme Objectives**

**1.2.1** The proposed project objectives align with requirements outlined within the JISC Circular 14/08 and in particular paragraphs 41-45, 51, 56-61. The requirements are addressed in detail within the work packages in Section 2. It is also important to see the JISC requirements within a much larger picture, as noted below:

**1.2.2** Internationally, several bodies have already produced invaluable guidelines and case studies, e.g. UNESCO<sup>4</sup>, OLCOS<sup>5</sup>, OECD<sup>6</sup> and the William and Flora Hewlett Foundation<sup>7</sup> and they have all informed this bid.

**1.2.3** Nationally, the Cabinet Office<sup>8</sup> stated that the Government must move to a shared services culture, accompanied by a deepening of planning, delivery, management, skills and governance of IT enabled change. The same imperatives apply to UK HE and accordingly HEFCE<sup>9</sup> wrote to HEIs indicating that the sector would benefit from taking cognisance of the government's paper. Professor Cooke<sup>10</sup>, in his submission to DIUS stated that although the UK is regarded as world class with respect to ICT in many respects, we 'lag behind in generating and making available high quality modern learning and teaching resources'. The JISC have

<sup>3</sup> THE, 18/12/2008 <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=404786&c=2>

<sup>4</sup> UNESCO OER Toolkit 2009. [http://oerwiki.iiep-unesco.org/index.php?title=UNESCO\\_OER\\_Toolkit](http://oerwiki.iiep-unesco.org/index.php?title=UNESCO_OER_Toolkit)

<sup>5</sup> Open Educational Practices and Resources. OLCOS Roadmap 2012 <http://www.olcos.org/english/roadmap/>

<sup>6</sup> OECD Giving Knowledge for Free. 2007.

[http://www.oecd.org/document/41/0,3343,en\\_2649\\_35845581\\_38659497\\_1\\_1\\_1\\_1\\_00.html](http://www.oecd.org/document/41/0,3343,en_2649_35845581_38659497_1_1_1_1_00.html)

<sup>7</sup> William and Flora Hewlett Foundation Open Educational Resources (OER). 2009. Making High Quality Educational Content and Tools Freely Available on the Web <http://www.hewlett.org/Programs/Education/OER/>

<sup>8</sup> Cabinet Office, November 2005 'Transformational Government Enabled by Technology',

<http://www.cio.gov.uk/documents/pdf/transgov/transgov-strategy.pdf>

<sup>9</sup> HEFCE 10 August 2006 Circular letter number 20/2006. Shared services: the benefits for higher education institutions

[http://www.hefce.ac.uk/pubs/circlets/2006/cl20\\_06/](http://www.hefce.ac.uk/pubs/circlets/2006/cl20_06/)

<sup>10</sup> Cooke, R. October 2008 On-line Innovation in Higher Education. Submission by Chair of JISC Board to the Secretary of State for Innovation, Universities and Skills

[http://www.dius.gov.uk/policy/documents/online\\_innovation\\_in\\_he\\_131008.pdf](http://www.dius.gov.uk/policy/documents/online_innovation_in_he_131008.pdf)

responsively stimulated much groundbreaking work through its Repositories Programme and eLearning Programme and also through JISC CETIS.

#### 1.2.4 Relevance of JISC projects currently active at Exeter

Exeter is engaged with 3 JISC-funded projects and they all have synergies with this bid.

- **CHARTER**<sup>11</sup> Much experience is being acquired in creating a high quality infrastructure around our special collections, with strategies being designed to integrate them into learning and teaching. An open access repository and metadata tools are being established, accompanied by detailed documentation.
- **POCKET**<sup>12</sup> As a partner to this project, Exeter is contributing to investigating the potential of migrating open content approaches. We have contributed a module from our MSc in Sustainable Development and thereby have gained experience regarding the educational benefit of engaging with OER and the many associated challenges. Thus we have already engaged with the OER agenda.
- **Integrative technologies**<sup>13</sup> This project aims to foster students' abilities to integrate learning over time, across courses, and between academic extra curricular, community and personal life within the Business School. Technology supported communities of learning are at the heart of the project. We see OER as framing some of those communities.

#### 1.2.5 Relevance and coverage of materials being made available

High quality material from three diverse sources is being made available to the broader community, yielding a total of at least 450 credits and potentially much more. Further, one of those sources (see DLL below) draws material from most Schools within the University.

- **The University of Exeter Business School** Recognised by NSS as the top Business School in the UK 2006-8, with both Management and Economics in the top 10 subject rankings, with programmes that combine academic rigour with employability-related skills. We will release the following 90 credits of materials:
  - **Business Project.** (30 credits) This level 3 module is available to students who have undertaken a placement of four weeks minimum with a company, to help develop its organisation, management or its operations, or to specifically solve a problem by means of writing a business project report with recommendations. Materials will include guidelines for students, examples of reports and videos of the associated presentations.
  - **Economics of Social Policy** (30 credits) This level 3 module considers the justification for Government intervention in resource allocation and applies economic theory to attain an understanding of social policy and social institutions. The material will include case studies, PowerPoint presentations, past examinations and answers, essay guidelines, revision advice and a comprehensive list of websites and references.
  - **Leadership and Teams** (15 credits) This level 1 module provides experiential practice and theoretical analysis of leadership in teams and team dynamics. Material will include PowerPoints, portfolio templates and individual and group activities.
  - **Leadership in Action** (15 credits) This module aims to provide experiential practice and theoretical analysis of leadership; within it students examine and experience how leaders think and behave. Material will include PowerPoint, portfolio templates and individual and group activities.
- **Department of Lifelong Learning (DLL)** Material equivalent to about 820 credits, predominantly at Level 1 will be made available. At least 360 credits will be released in the first year. This material has been provided from academics throughout the University and beyond. A wide range of subject material, each module being equivalent to 20 or 30 credits is being offered and a substantial amount addresses paragraph 52 a, b, f and h in Circular 14/08.
  - **Env Studies:** 7 modules covering issues around ecology, sustainable development, geodiversity; air quality, climate change and environmental politics.

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<sup>11</sup>CHARTER - funded under the JISC 09/08 digitisation programme

<http://www.jisc.ac.uk/whatwedo/programmes/digitisation/enrichingdigi/charter.aspx>

<sup>12</sup> JISC funded POCKET <http://www.derby.ac.uk/pocket>

<sup>13</sup> Integrative Technologies [http://www.jisc.org.uk/media/documents/programmes/elearningcapital/curriculumdeliveryexeter\\_001.pdf](http://www.jisc.org.uk/media/documents/programmes/elearningcapital/curriculumdeliveryexeter_001.pdf)

- **History/Humanities:** 9 modules covering many important social and political themes in Britain between 1550 and 1975.
- **Literature:** 2 modules focusing on Charles Dickens and the Art of the Short Story.
- **Archaeology:** 3 modules focusing on techniques and British pre-history.
- **Arts:** 2 modules focusing on understanding Film and Film Noir.

The material is a mix of high quality text and rich in illustrations plus formative assessment including quizzes and feedback.

- **Department of Geography** Geography at Exeter is ranked 8th in the UK for research. Climate change lies at the core of both undergraduate and masters degree programmes. If the subject consortia bid from the GEES, to which Exeter is contributing, is not funded, we will release the following materials:
  - **Climate Change:** Past Variability and Future Response. (30 credits) This material spans levels 2, 3 and 4. Materials include a 12 lecture PowerPoint set, line drawings, photos, movies, audio files, reading lists, website links and practical assessments.
  - **Virtual field class:** (15 credits) Materials focus around the climatically-sensitive physical and ecological environments of Washington State, western USA and include video, photos, data analysis, internet links, data sets, specimen answers and interpretation of environmental change.
  - **Climate Futures:** (15 credits) This material provides students with a mechanism for examining a whole range of future-orientated science and cultural practices. The materials will include ice core data, photos movies, historical images, interviews and science animations.
    - In addition, Spatial skills for Physical Geographers (30 credits) will be released independently of the GEES consortium. Web materials will be offered that support the field and lab exercises undertaken during the module.
- **Co-curricular material** This material is used by many academics as part of their supportive armoury within their credit bearing courses. Using the tools and specifications from the JISC-funded RELOAD project, these already conform to appropriate emerging interoperability standards. Rich in multi-media, titles include: Presenting with confidence; Essay writing; Dissertation management; Teamworking; Time management and Avoiding plagiarism. This material also contributes to the Exeter Award<sup>14</sup>, which is an achievement award designed to enhance students' employability. The ease with which we are now able, using the Articulate software, to convert e.g. PowerPoint material suitable for the Web, presages a sustainable way forward regarding our exit strategy, in being able to persuade academics to release material with minimal effort required from them

**1.2.6** The above demonstrates the widespread nature of the University commitment. Should the Geography Subject bid through GEES be successful, then we still have more than enough material to meet the minimum credit requirement. Also, GEES will need to work closely with the University and thus we will be able to offer comparative case studies regarding OER provision and management.

### **1.2.8 Exeter's business Case for Open Sharing**

The business case for adopting an open-sharing approach is integral to our broader drive to develop high quality learning and teaching resources. We recognise the benefits to the community as encouraged by our charitable status and the catalytic impact the OER project will have in contributing to our educational strategy, promoting active, independent, student-focused learning. We also wish to align ourselves with the UK research intensive universities in promoting our OER as part of the reputational aspiration of raising our profile to prospective, particularly international students in both the quality of the learning at Exeter and the stature of our staff. We identify with the ambition that it will ultimately contribute to reducing the cost of producing teaching materials.

### **1.2.9 Embedding new practices, Sustainability and our Exit strategy**

Sustainability is crucial to our business model. Our exit strategy is to sustain the ongoing development of resources and their use/re-use beyond the life of the project. This will be

<sup>14</sup> Exeter Award <http://www.exeter.ac.uk/exeteraward/>

assured through embedding processes into our normal governance, the incorporation of new policies and procedures into standard working practices and the deepening of the cultural change in our pedagogic practices. The key to this ambition is senior university buy-in.

**2 Quality of Proposal and Robustness of Workplan**

**2.1 Staffing**

This project will have a high profile and we have involved numerous staff from across the University. Running a start-up is a major commitment so we will have a full-time project manager dedicated to the project for its duration.

**2.2 Outline of Workpackages**

The description below outlines the eleven work-packages that are central to the bid, and the approximate timelines for their delivery. Although there is some phasing of stages, there is also considerable overlap and many synergies. The deliverables are outlined in context in the following itemized workplan.

	2008								2009			
	M	J	J	A	S	O	N	D	J	F	M	A
Recruitment of project staff	█											
Stage 1 Project Management -----	█	█	█	█	█	█	█	█	█	█	█	█
Stage 2 Review of Current Practice / Challenges -	█	█	█	█	█	█	█	█	█	█	█	█
Stage 3 Quality validation -----		█	█		█	█		█		█		
Stage 4 Identification of material's provenance ---		█	█	█	█	█	█	█	█	█	█	█
Stage 5 Licencing and clearing-----		█	█			█	█	█	█	█	█	█
Stage 6 Interoperability -----				█	█			█	█	█	█	█
Stage 7 Metadata -----		█	█					█	█	█	█	█
Stage 8 Delivery Platforms -----				█	█	█		█	█	█	█	█
Stage 9 Tracking -----		█	█					█	█	█	█	█
Stage 10 Training Materials /Dissemination -----								█	█	█	█	█
Stage 11 Ongoing and final evaluation -----								█	█	█	█	█

**2.3.1 Stage 1 - Project Management**

**Scope:** As a mark of the importance the University is placing on this project, we will form a Steering Group chaired by a senior Professor who is an active advocate for OER. The project will be managed by a senior staff member within Education Enhancement (EE), Academic Services. Further senior active engagement will be provided by the Head of EE and the Head of e-Learning (within EE). Further senior engagement experience will come from Collections & Research Support, Academic Services. They are all on the Steering Group, together with academic staff from the 3 main contributing departments and other senior educational and legal staff. This group will be central to the processes of bringing about change and will be involved in decision-making about ways of working, evaluation and dissemination. Formal meetings will be timetabled on a regular basis and the Steering Group will meet on 6 occasions over the 12 month period of the project.

**Deliverables:** A well-managed project that satisfies the Aims and Objectives by initiating cultural change within the University and delivers much material to our institutional repository, with outputs and outcomes that satisfy the wider community.

**Carried out by:** PI, CO1, CO2, CO3, CO4, CO5, OS1, OS2, OS7, OS10

**2.3.2 Stage 2- Review of Current Practice / Challenges**

**Scope:** We need to understand more about our current working practices as part of the process of change. Notwithstanding the many studies that have already been undertaken, we strongly believe that it is not possible merely to implant a model derived from elsewhere but that we must have 'space to' 'learn for ourselves' in order to maximize institutional buy-in. We currently have the necessary building blocks and our project will provide a case study of how they can be harnessed for the purposes of OER.

**Deliverables:** a) A review report outlining the current working practices of the many agencies within the university that need to be harmonized, as a baseline from where change needs to be

undertaken. b) Start of an ongoing inward and outward facing website with relevant communicative tools.

**Carried out by:** PI, CO1, CO2

#### **2.3.4 Stage 3 - Quality validation**

**Scope:** We will initially employ a centralized model in order to protect the reputational impact of the University, though we appreciate that 'good enough' and 'easy to use' are important criteria depending upon pedagogic purpose. We will use a validation panel to authenticate the veracity of the materials but as the processes become more embedded, a more decentralized model will be employed, underpinned by appropriate training and documentation and with quality assurance being built into standard curriculum design.

**Deliverables:** Evaluative documentation describing the processes applied to select suitable material and made available to the wider community.

**Carried out by:** PI, CO1, CO2, CO3, CO4, CO5, OS7

#### **2.3.3 Stage 4 - Identification of material's provenance**

**Scope:** Contributors will need to assess the provenance of the material they are offering. Templates will be produced and will be written in such a way to allow a subject expert to annotate their own materials prior to passing on for formal clearance. A small financial incentive will be made available to encourage academics to contribute materials, based upon a formula of 10 hours of work for 15 credits. The money will be allocated to the academic's professional development budget.

**Deliverables:** A template to enable contributors to record the provenance of their material.

**Carried out by:** OS1, OS2

#### **2.3.5 Stage 5 – Licencing & Clearing**

**Scope:** We are allocating much time and many resources into this stage because we recognize that IP law is a highly specialised area requiring expert knowledge and as the RePRODUCE<sup>15</sup> programme confirms, can take considerable time. Our Research & Knowledge Transfer, Legal, and Insurance and Liability services will all be involved and will establish the protocols necessary for identification and clearance of the copyright materials as part their release under a Creative Commons licence. We will also have access to our university lawyers, who will provide *ad hoc* expert consultancy. The actual processing will be undertaken by two seconded staff, with their work subsequently absorbed into normal working practices.

We aim to generate licences that grant the right to copy, distribute, display, digitally perform and make verbatim copies of the work into the same or another format, whilst ensuring that attribution is given to the creator of the original work. It is not yet known whether such an open licence can be universally applied to all our OER so we will identify the characteristics of the variations around non commercial, share alike, no derivatives and attribution. We wish to gain a better understanding regarding depositors choices about who they want to share with as this encourages confidence and trust and will help us to grow user contributions. We will implement, upon request a rapid take-down policy.

**Deliverables:** Processes and procedures as part of the overall roadmap will be produced, including templates to complete an online Creative Commons licence.

**Carried out by:** OS1, OS2, OS5, OS8, OS9, OS10, ED1, ED2, L1

#### **2.3.6 Stage 6 - Interoperability**

**Scope:** Since the concept of OER builds on the idea of reusing and repurposing materials, interoperability is vital. We will ensure the materials are in standard formats (XHTML, CSS, PDF etc) and fulfill the relevant JISC guidelines. Additional metadata (UK LOM) will be added at this stage to describe the content (where appropriate). We will consider using appropriate standards for sharing complex objects e.g. IMS Content Packaging IMS Common Cartridge and IMS QTI for assessment items. OAI ORE may also be of value. The materials will be packaged using the IMS content package format, using the JISC funded Reload tool, thus ensuring that the materials are available to all users in a known format, with the ability to translate them into another context correctly. As well as the IMS content package the project

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<sup>15</sup> JISC RePRODUCE programme <http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/reproduce.aspx>

will explore making the materials available in an unpackaged format (either as single objects in the Exeter repository) or as standard Zip files with internal folder structures and an HTML navigation page (similar to the MIT Zip package standard).

**Deliverables:** IMS content packages will be produced and the process fully documented.

**Carried out by:** CO2, ED1, ED2, OS2

### 2.3.7 Stage 7 - Metadata

**Scope:** We must add good quality metadata to enable users to find the most relevant resources to their needs. We will implement the mandated metadata and will seek to maximise the extent to which entries can be automated. Initially, we will employ dedicated staff but through operationalising this procedure, less staff time will be required and it will become a standard, sustainable process. A dedicated metadata schema, i.e. UK LOM will be employed. As the DSpace repository adopts the Dublin Core metadata standard we need to map the adopted metadata standard (e.g. UK LOM) to qualified Dublin C to ensure the materials are recorded correctly within the repository. Experience of doing this has already been gained for three library / archivist meta data standards (MARC21, ISAD(G) and Spectrum) through our CHARTER<sup>11</sup> project.

**Deliverables:** Processes and procedures as part of the overall roadmap for data entry and cataloguing and establishing the LOM will be fully documented for the wider community.

**Carried out by:** PI, CO2, CO4, ED1, ED2

### 2.3.8 Stage 8 - Delivery Platforms

**Scope:** As well as depositing in OpenJorum we will establish a dedicated repository in-house. We have an institutional research repository based on DSpace but we support the consensus<sup>16</sup> that research and learning and teaching repositories should be separated, at least from a users' perception. Therefore our digital assets repository<sup>11</sup> also based on DSpace, will greatly inform this project. We will install additional SAN storage (with expenditure conforming to paragraph 24 in Circular 14/08) to hold the OER materials, customise the DSpace interface and put in place full disaster recovery and archiving management. The DSpace repository is capable of generating RSS feeds for each object stored within it allowing the materials to be available to many audiences.

**Deliverables:** Processes and procedures as part of the overall roadmap for setting up and managing repository will be established and fully documented for the wider community.

**Carried out by:** CO1, OS3, OS4

### 2.3.10 Stage 9 - Tracking

It is important that we understand what users value about our resources (content, tools, services) to ensure we create a community not just of consumers but also of co-creators. We will work collaboratively with the Open University using their Cloudworks tool to explore the efficacy of using this tool as a value-added tracking 'wrapper' around an OER, thereby creating a social network of engaged users around particular artifacts. A supportive email from Professor Conole from the OU is enclosed. Cloudworks is an important part of the OU's JISC-funded Curriculum Design project and JISC are exploring how the tool might be used more broadly across other aspects of the JISC's elearning programme. s

**Deliverables:** Evaluative documentation describing the methodology used to employ Cloudworks as a tracking 'wrapper' around our OER.

**Carried out by:** PI, CO1, OS4

### 2.3.9 Stage 10 – Training Materials/Dissemination

**Scope :** The primary audiences for dissemination will be HE teachers, pedagogic support staff and trainers, technology support staff, educational researchers, and policy and strategic decision makers within HEIs. Internal dissemination will be achieved through making information, reports and resources available on a purpose-built web-site; University committees; lunchtime seminars; and workshops and awaydays, conference presentations and papers. External dissemination will include liaising with the JISC and with relevant HEA Subject

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<sup>16</sup> <http://blogs.cetis.ac.uk/lmc/2008/11/21/exclude-teaching-and-learning-materials-from-the-open-access-repositories-debate-the-discussion/>

Centres and an outward facing website, available to any audience with associated communicative tools.

The use of OER challenges established educational practices so ongoing staff development will be given and also structured into our established internal and HEA-accredited programmes. We will promote OER as integral part of scholarly endeavour and advise on designing effective learning experiences using them.

**Deliverables:** An outward facing website, which will also house interim and final reports, case studies, staff development material and our overall roadmap.

**Carried out by:** PI, OS11, OS12, OS13, ED1, ED2

### 2.3.11 Stage 11 - Ongoing and final evaluation

**Scope:** High value is given to regular review and ongoing evaluation. The focus will be both on processes and outcomes with an emphasis on sustainability and delivering a coherent exit pathway. Evaluation is important in terms of dissemination, but is crucial to the processes of evidence-led change. Evaluation will begin at an early stage, so that it becomes part of an ongoing reflective process, with understandings being consistently built upon, and with aspects of the project being refined and adapted throughout. All stakeholders will be central to the evaluation process and engaging with issues as they arise. The Steering Group will promote critical reflection and analytic review of processes and outcomes.

**Deliverables:** Regular updates to the University's Education Strategy Group, so as to impact upon future recommendations for policy and strategy. Regular dissemination, encouraging participation, in our outward facing website.

**Carried out by:** PM, CO1, CO2, CO3, CO4, CO5, OS1, OS2, OS7, OS10

### 3 : Management of risk

**P=probability; S=severity; Score=PxS**

Risk 1-5 (5=high)	P	S	S	Contingencies
Recruitment and retention of new staff	1	2	2	Staff will be seconded from other departments. Efficient project management and induction to ensure retention of staff.
Collaboration between School and Project proves difficult	1	5	5	Strong links have already been established and the participating Schools strongly support the proposals. There is sufficient flexibility within each School to ensure that key roles will always be staffed.
Academic Staff resistance	3	1	3	The project team will be working with committed academics who have submitted material.
Project aims and objectives not met	1	1	1	Strong project management should ensure this is avoided.
Senior management engagement is weak	1	5	5	The support of the DVC, Heads of Academic Services and participating Schools, Education Enhancement and a high profile Steering Group Chair will firmly drive the project and ensure continued high-level participation.
Barriers to the use of technology	1	4	4	Effective project management: change needs to be seen in the long term as well as over the course of this project; our revised Education and e-learning Strategies will pick up the baton.
IPR etc difficulties insurmountable in too much of the material	2	3	6	Pre-submission screening has ensured that there will be a coherent body of material available after all due process, though many challenges lie ahead.
Technological platform unavailable in time	1	1	2	We have coherent alternative, which is to piggy-back onto existing repositories as an interim solution.
Exit strategy failed	1	3	3	Each workplan has an exit pathway inbuilt.

### 4 : Engagement with the Community

Involvement in our recent and current externally-funded projects has illustrated the huge added value of engaging with similar projects and working with external support agencies. Working in such partnerships is invaluable in providing coherence between projects. We are keen to work with all partners in forward planning, dissemination and evaluation, including sharing findings at any stage and allowing challenges and support from others that can influence future directions.



## 6 : Previous Experience of the Project Team

- Principle Investigator (PI) - **Tom Browne** Education Research and Evaluation Advisor, Education Enhancement (EE), Academic Services (AS). Served on the JISC L&T Committee and continues to serve on associated sub-committees. Been an Accrutor for the HEA, a lecturer in GIS and a manager of an e-learning unit. Led the Exeter HEA Benchmarking project. published widely, spoken internationally and has co-written and contributed to successful JISC and HEA bids. Specialist Consultant for JISC's Design and Curriculum programmes. Has led numerous projects involving diverse teams.
- Co- Investigator (CO1) - **Matt Newcombe** is Head of E-Learning, EE, AS. Previously worked as a Senior Education Technologist at Plymouth where he was awarded a teaching fellowship in 2005. 2006/7 - Project Manager for the Centre of Excellence in Professional Placement Learning CETL Mobile Learning Project (£240,000 HEFCE funding), is the project lead for a HE Academy funded e-learning Observatory project, July 2008-July 2009 and a co-investigator for the JISC funded Integrate (JISC 08/08 curriculum delivery) and Charter (JISC 09/08 digitisation programme) projects.
- Co- Investigator (CO2) - **Sue Burkill** Assistant Director, AS, Head of EE. Previously Head of Educational Development & Learning Technologies at Plymouth where she had co-responsibility for the application process which led to Plymouth obtaining four CETLs. Previously led two £50,000 projects on curriculum delivery in the Geographical Sciences.
- Co-Investigator (CO3) - **Alison Wride** Deputy Head of the University of Exeter Business School and an Associate Professor in Economics. Interests include the student experience and satisfaction and the relationship between skills, employability and education. In 2006, promoted to Associate Professor because of her management, leadership and entrepreneurship, working both within the School and the University. Received the VC's Award for Excellence in 2007, in recognition of her role in leading on the transformation of the student experience in the Business School.
- Co-Investigator (CO4) - **Mike Jefferies** Director of the Dept of Lifelong Learning, School of Education and Lifelong Learning. Runs online adult education degree programmes as well as UG and PG programmes delivered in distance and blended formats. Has worked on a range of projects looking at the use of technology to support flexible distributed learning, most recently on the JISC funded POCKET Project.
- Co-Investigator (CO5) - **Richard Jones** Lecturer in Physical Geography. Strong interest in learning and teaching and is an active member of the GEES community. He has a particular interest in mobile media and is currently working on a number of small projects for JISC looking at the use of meta-tagging and management / organisational software to enhance the student experience in HE.
- Other staff (OS1) - **Martin Myhill** Assistant Director, AS, Collections and Research Support. He is also Copyright Officer for the University. Leading role in earlier JISC projects including CHARTER, Digilslam, the LOCKSS initiative, project SWISH (Shibboleth implementation) and was a major partner in the JISC-funded evaluation of the Peninsula Medical School's use of a VLE. Additional involvement includes 8 EU-funded TEMPUS JEPs totalling over £10 million and he led on the library work package for the EU-funded Telematics for Teacher Training project in collaboration with 8 EU partners worth over £2 million. Published widely and has current research interests in the library aspects of the Google generation. On the Editorial Board for Program, the international journal for the application of library systems.
- Other Staff (OS2) - **Ahmed Abu-Zayed** Digitisation & Metadata Workflow Manager, AS. Also the Digital Assets Manager, managing the Exeter's Research and Institutional Content repository. BA in Library Science and Archives and a MSc in Information Management. Co-author of the Digilslam report. Recent projects - JISC-funded Review of User Requirements for Digitised Resources in Islamic Studies (2008) and Creating Heritage Artefacts for Research and Teaching in an E-Repository (Sep.'08-Sep.'09).
- Other Staff (OS3) - **Bill Edmunds** Enterprise Systems Team Leader, AS. Responsibility for the University's two data centres. Previously the University's Webmaster, Worked on the JISC funded SWISH (South West Implementation of Shibboleth) project, the University Web Service and Web Portal, the University Directory Service (LDAP), the University

Backup Service and the University VLE NAS Replacement. Working on the CHARTER project, a Web CMS and a Web Streaming Project.

- Other Staff (OS4) - **Sue Milward** - Head, Integration and Web Services, AS. Academically qualified ICT and PRINCE2 project manager with extensive strategic management experience and technical awareness. Over 10 years experience of leading technical teams to deliver high quality management information systems using emergent technology.
- Other Staff (OS5) - **Paul Hirst** - University Insurance Controller and manager of the Insurance Office. Responsible for ensuring that the University has in place appropriate insurance cover, maintaining such cover and administering claims; co-ordinating the University-wide approach to Business Continuity Management; and promoting risk management practices through the identification and mitigation of risk. Over twelve years experience within the insurance industry and is a qualified Internal Auditor with over five years experience advising the public sector on risk management and internal controls.
- Other Staff (OS6) - **Roz Pardee** Student Service Manager, Business School. Responsible for managing the Student Support teams and the Employability team. Also administratively responsible for a range of QA activities.
- Other Staff (OS7) - **Richard Lamming** Director of the University of Exeter Business School. Held a similar role at Southampton and before then was a professor in the School of Management at Bath where he started a research centre in strategic supply, with a personal focus on environmentally sound supply chains and innovative inter-organisational relationships. PhD at the University of Sussex Science Policy Research Unit, in the field of technological innovation. This work included working at MIT.
- Other Staff (OS8) - **Paul Tiltman**, Head of IP & Commercialisation. Works as part of the University's Research and Knowledge Transfer Office and is responsible for all matters relating to the University's IP and its commercial translation. Has worked with industry on technological developments and discovery and has direct experience of negotiating sensitive agreements with a range of third parties in the HE sector.
- Other Staff (OS9) - **Rachael Morgan**, IP Manager. Responsible for the management of the University's IP portfolio, including patents, trade-marks, designs and advising on copyright protection. Works as part of the University's Research and Knowledge Transfer Office and previously was a corporate lawyer in a legal firm.
- Other Staff (OS10) - **Claire Turner** Head of Legal Services. Leads the University's Legal Services team which is the first point of contact for all legal queries within the University. A proportion of work is undertaken in-house where appropriate and where external referrals are required for contractual and intellectual property related matters Legal Services has access to the Eversheds law firm. (L1).
- Other Staff (OS11) - **Dilly Fung** Head of Academic Development, EE, AS. Programme Director of the University's Learning and Teaching in HE for all who teach and support learning at the University, she also co-lectures and tutors on the Postgraduate Certificate of Academic Practice programme for new academic staff. Previously taught at the OU.
- Other Staff (OS12) – **Margery Clarke** Education Adviser in EE, AS. Tutor on the Learning and Teaching in Higher Education course. Formerly a senior manager in a FE college and was the ILT champion for 3 years. 7 years experience in initial teacher education and has also had roles as Flexible Learning Co-ordinator and Staff Development Officer. Led 2 ESF funded projects worth £250,000 and £450,000.
- Other Staff (OS13) - **Nick Birbeck** E-Learning Advisor, Education Enhancement. Responsible for initiating the first e-learning activities at the University and instigated the adoption of WebCT as the University's VLE in 1998. Designed a number of innovative, award-winning, technology-supported programmes, including the on-line MA in Leadership Studies. Has spoken widely at events in the UK and in Europe. Heavily involved in the HEA Benchmarking project.
- Other Staff (OS14) - **Liz Dunne** Head of projects Development. Devoted to the promotion of innovation, change and strategic development in education. Has coordinated and directed many major research, development and evaluation projects on aspects of learning and teaching of national interest, most recently as director of a Pathfinder project on video-conferencing.

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3<sup>rd</sup> March 2009

## **JISC CIRCULAR 14/08 Open Educational Resources Programme**

### **OExeteR Project**

I am pleased to offer my full support, on behalf of the University of Exeter, for the enclosed bid. The proposals are particularly timely since the University is currently revising its Education Strategy, placing greater emphasis on designing student experiences supported by the use of appropriate new technologies and contextually with a rich array of learning materials. Building on our HEA e-learning benchmarking programme and a subsequent successful pathfinder project (on the use of videoconferencing), we commissioned external consultants to review our use of and support for e-learning. The preliminary outcomes of the review reinforced the need to provide developmental support to academic and other staff and to promote greater student engagement if our strategic ambitions were to be met. We were recently successful in obtaining a JISC-funded Curriculum Delivery project which is proving to be a very important element of this strategy, providing a focus, drive and energy that would be difficult to achieve without targeted funding. Even so, its catalytic effect in promoting other University-funded technology enhanced learning initiatives within other Schools is very encouraging and demonstrates the University's commitment to this agenda.

The University has an ambitious strategy to obtain top-10 status in the UK by 2012, having achieved its earlier ambition of being in the top-20 by 2010 three years early. We are on target, with Exeter described as a 'rising star' in the latest RAE results and we have been placed well within the top-10 universities with respect to the NSS scores for several years. The University is now engaged in a fundamental review of all its infrastructure and processes and we identify with the OER movement as an important element in our revised Education Strategy which will further promote more active and independent learning. We identify with the business case that OER will position the University as an institution that is proud to promote its reputation as a leading research-intensive university, attracting the best students, nationally and increasingly internationally by showcasing high quality materials and enhancing the reputation of our academics. Accordingly, we are embarking upon an active programme of internationalizing our curriculum and we are also increasing our international intake, particularly of graduates.

The University has already engaged with the OER agenda through the JISC-funded POCKET project, in which Exeter is a partner, but we particularly welcome this opportunity to embark upon a step change in our engagement. We embrace the ambition of creating a virtuous circle whereby staff and students, through sharing and reusing, allied to an array of social networking tools will leverage a more communicative, active and independent learning style appropriate to our mission of developing a teaching research nexus. It will become an integral component of

curriculum design and delivery. We also take seriously our responsibility to the wider community and the knowledge economy in contributing to the pool of material that can impact upon educational practices, creating learning communities of teachers and learners worldwide.

In preparing this bid, it has been of immense encouragement that many professional services and academics at Exeter have already expressed considerable enthusiasm for the principles of OER and essential relationships and synergies have already begun to be established. We are keen to share our experiences gained throughout the project and we will, in addition to creating a roadmap of procedures, policies and templates, provide an excellent suite of case studies for the broader community.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M Shoebridge', with a stylized flourish at the end.

Michele Shoebridge  
Director of Academic Services



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13th February 2009

To whom it may concern

**Re: Support for a project proposal to the 'Institutional Strand' of the  
HEFCE/Academy/JISC Circular 14/08 Open Educational Resources Programme**

As Deputy Head of the University of Exeter Business School, and on behalf of Professor Steve McCorriston, Head of Economics, I write in support of University's bid for making teaching content available in a range of specialist areas in Economics. This would provide a valuable set of resources for lecturers designing or developing modules in their specialist area.

We would be willing for our colleagues in the department to submit their teaching materials to the project, subject to approval by the university to allow materials of which it possesses the IPR to be used and adapted by lecturers in other academic institutions. I understand that such permission would be sought as part of the project.

A handwritten signature in black ink, appearing to read 'Alison Wride'.

Professor Alison Wride,  
Deputy Head of School

Telephone: +44 (0)1392 263207

Email: [A.E.C.Wride@ex.ac.uk](mailto:A.E.C.Wride@ex.ac.uk)



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Dr Tom Browne  
Education Research and Evaluation Advisor  
Laver Building, Floor 7  
North Park Road  
Exeter  
EX4 4QE

Feb 25th 2009

**Re: Support for a project proposal to the 'Institutional Strand' of the  
HEFCE/Academy/JISC Circular 14/08 Open Educational Resources Programme**

Dear Tom

Please accept this letter as an indication of support for our inclusion in the HEFCE/Academy/JISC Circular 14/08 Open Educational Resources Programme. The School of Geography at the University of Exeter is pleased to be named as a consortium member in this bid, and I confirm that our contact is Dr Richard Jones a lecturer in Physical Geography [r.t.jones@ex.ac.uk](mailto:r.t.jones@ex.ac.uk)

We intend to release the educational resources, outlined in our expression of interest, under open licence and as an indication of our full support we anticipate continued open release of materials beyond the end of this funding. As part of this sustainable approach to open educational resources we will seek to investigate the issues behind open licensing and based on findings will endeavour to make open licensing part of institutional policy and procedures (although we understand that this is not necessarily expected to be fully achieved within the 12 month funding period).

Yours sincerely,

A handwritten signature in black ink that reads 'Professor Catherine Brace'.

Professor Catherine Brace



School of Education and  
Lifelong Learning

E-Learning and  
Communications  
St Luke's Campus  
Heavitree Road  
Exeter  
EX1 2LU

Monday, 02 March 2009

To whom it may concern

**Re: Support for a project proposal to the 'Institutional Strand' of the  
HEFCE/Academy/JISC Circular 14/08 Open Educational Resources  
Programme**

As Director of the Dept of Lifelong Learning at the School of Education and Lifelong Learning, I write in support of the bid by the University for making teaching content delivered by the Department available. This would provide a valuable set of resources for lecturers designing or developing modules in a range of subject areas and for use via open access to members of the wider public.

We would be willing for our colleagues in the department to submit their teaching materials to the project, subject to approval by the university to allow materials of which it possesses the IPR to be used and adapted by lecturers in other academic institutions. I understand that such permission would be sought as part of the project.

A handwritten signature in blue ink, appearing to read 'M. Jeffries', written over a horizontal line.

Yours faithfully,

Mike Jeffries

Mike Jeffries  
Department of Lifelong Learning  
01392 262854  
m.j.jeffries@ex.ac.uk  
<http://education.ex.ac.uk/elac>

From: G.C.Conole [G.C.Conole@open.ac.uk]  
Sent: 25 February 2009 22:03  
To: Browne, Tom  
Subject: Supporting letter for Exeter OER bid

**Letter of support from : Professor Grainne Conole,  
The Institute of Educational Technology, The Open University**

I am writing to confirm my support for several of the work packages identified within the University of Exeter's bid to the JISC Circular 14/08 on Open Educational Resources.

I have been in discussion with colleagues at Exeter for some time with respect a tool called Cloudworks which I am developing at the Open University. In brief, Cloudworks is a place to share, find and discuss learning and teaching ideas and experiences. Cloudworks is an important part of the OU's JISC-funded curriculum design project and we have been having discussions with colleagues in JISC on how the tool might be used more broadly across other aspects of the JISC's elearning programme.

The OU and Exeter have identified a shared understanding regarding how Cloudworks could be used as a value-added 'wrapper' around an OER and thereby create a social network of engaged users around particular artifacts within the OER. This could then give greater meaning to tracking usage as a context where learners and lecturers cohabit around how that material can be used and repurposed. The OU is particularly keen to work with Exeter to explore the efficacy of such an approach.

Further, the OU has recently submitted a proposal to the Hewlett Foundation to develop an Open Learning Network, the aim being to foster a global network for sharing methodologies and evidence for the effectiveness of OERs. I am party to that proposal and I see the work that we wish to undertake with Exeter as being a major contributor to obtaining such evidence.

So, in short, and to repeat, I wish to offer my full support to Exeter's bid to the JISC Circular 14/08 on Open Educational Resources.

With regards,

Professor Grainne Conole  
The Institute of Educational Technology  
The Open University  
Milton Keynes  
MK7 6AA  
UK

<b>Full Name:</b> Thomas Browne	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> Research and Evaluation Advisor, Education Enhancement, Exeter	
<b>Brief description of role and responsibility:</b> My role is to take a strategic perspective across the activities within Education Enhancement , its relationships with other professional services and Schools, in fulfilling our ambitions as declared in a range of strategies and policies.	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
1 Certificate in Online Education	Institute of Education, London
2 PhD Geography (Hydrology)	University of Exeter
3 BSc Hons Geography	University College, Swansea, U/Wales
<b>PROFILE</b> (related to contribution to the project)	
<b>Recent Previous Employment</b>	
<ul style="list-style-type: none"> <li>• 8/08 - : Education Research and Evaluation Advisor, Education Enhancement, Exeter</li> <li>• 8/07 – 7/08 : Assistant Registrar for Education Policy, Exeter</li> <li>• 9/2004 – 7/07: User Support and Educational Technologies (from Nov '05) Manager, Exeter</li> <li>• 2001 - 8/04 : Academic IT Support Manager, ITS, Sussex. Had responsibility for e-learning.</li> </ul>	
<b>Some Additional Relevant Roles</b>	
<ul style="list-style-type: none"> <li>• 2008- : JISC expert consultant for Curriculum Design and Delivery projects.</li> <li>• 2008- : QA/QE e-learning SIG steering group (from HEA PREEL project)</li> <li>• 2008- : co-writer /contributor to JISC Curriculum Delivery and HEA Observatory projects.</li> <li>• 2001-07 : Fellow of HEA, Individual and institutional Accreditor.</li> <li>• 2007-08 : Exeter Pathfinder Project, member of support staff team and Steering Group</li> <li>• 2006-07 : Academic Services lead for Exeter HEA e-learning Benchmarking programme</li> <li>• 2005 - : JISC e-Learning Experts Group</li> <li>• 2004 - : JISC Pedagogy and e-Learning Steering Group</li> <li>• 2002-05 : Member of JISC Committee for Learning and Teaching (JCLT)</li> <li>• 1991-04 : Seconded as first GIS course designer and lecturer to Geography Dept.</li> <li>• 2000-02 : ICT Induction and Key Skills – on committee for a JISC-funded project (Glasgow)</li> <li>• 2001 : Organised UCISA conference on MLEs and VLEs, University of Glamorgan</li> <li>• 1998 - : UCISA-TLIG Teaching and Learning Working Party.</li> </ul>	
<b>Selected Recent publications</b>	
<p>Browne, T. &amp; Jenkins, M. (2008). Achieving academic engagement? The landscape for educational technology support in two UK institutions. In <i>Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008</i>.</p> <ul style="list-style-type: none"> <li>• Browne, T, Shurville, S. 2007. Editorial: Educating minds for the knowledge economy. In Shurville, S, Browne, T. (eds) 2006. ICT-driven organisational transformation in HE. Special issue of <i>Organisational Transformation and Social Change (JOTSC)</i> 4.1 3-11.</li> <li>• Browne, T, Shurville, S. 2006 Initiating E-Learning by Stealth in a 'Late Majority' Institution. In Fernstrom, K and Tsolakidis, K. (eds). <i>ICICTE</i> 101 -106.</li> <li>• Browne, T, Jenkins, M, Walker, R. 2006. A Longitudinal Perspective Regarding the Use of VLEs by Higher Education Institutions in the United Kingdom. <i>ILE</i> 14(2) 177-192</li> <li>• Luckin, R, Shurville, S, Browne, T. 2006. Initiating e-learning by stealth, participation and consultation in a late majority institution. In Shurville, S. and Browne, T. (eds) ICT-driven organisational transformation in HE. Special issue of: <i>JOTSC</i>, 3.3, 317-332</li> <li>• Shurville, S, Browne, T. 2006. Introduction: ICT-driven organisational transformation in HE: Learning from e-learning. In Shurville, S. and Browne, T. (eds) 2006. ICT-driven organisational transformation in HE. Special issue of <i>JOTSC</i>, 3.3 245-250.</li> <li>• Browne, T. J. 1999. Harnessing the synergy between academic departments and central IT services in supporting student learning. <i>Active Learning</i>, 11, 31-35.</li> <li>• Browne, T.J, Funnell, D.C. 1998 Using CAL and the Web for First- year Geography Methods Teaching. <i>Journal of Geography in Higher Education</i>, 22(3), 393-401.</li> <li>• Browne, T.J., Castleford, J, Mason, K. 1996. Making sense of information. GeographyCal module for TLTP Phase II project, based at CTI, Leicester.</li> </ul>	

<b>Full Name:</b> Matthew Newcombe	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> Head of e-Learning	
<b>Brief description of role and responsibility:</b> My role requires me to lead on the development and implementation of strategies for embedding e-learning throughout the University and head the e-Learning team within Education Enhancement. E-Learning is currently embedded within all schools and we are working to improve the student experience through online support and curriculum design. I'm a co-investigator for the JISC funded CHARTER (JISC 09/08 Digitisation Programme) and INTEGRATE (JISC 08/08 Curriculum Delivery) projects as well as the award holder for a one year HEA e-learning research grant.	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
<b>1 BSc (Hons) Rural Estate Management</b>	University of Plymouth
<b>PROFILE</b> (related to contribution to the project)	
<b>Recent posts held</b>	
<ul style="list-style-type: none"> <li>• 2005-2007 - Senior Learning Technologist, University of Plymouth</li> <li>• 2001-2005 – Learning Technologist, University of Plymouth</li> </ul>	
<b>Some Additional Relevant Roles</b>	
<ul style="list-style-type: none"> <li>• 2008-2010 – Co-investigator, Integrate project (JISC 08/08 Curriculum delivery programme)</li> <li>• 2008-2009 - Co-investigator Charter project (JISC 09/08 Digitisation programme)</li> <li>• 2008-2009 – Award holder for Audio feedback research project (Higher Education Academy)</li> <li>• 2006-2007 – Project Manager for Mobile learning Project, Centre of Excellence in Professional Placement Learning, University of Plymouth. This project was funded with £240,000 additional HEFCE funding to the CETL project and aimed to enhance placement learning via mobile technology</li> <li>• 2004 -2007 Developer for WRASSE project, Learning Higher CELT, University of Plymouth.</li> </ul>	
<b>Selected Recent Publications</b>	
<ul style="list-style-type: none"> <li>• Callaghan, L. Charlton, R. Newcombe, M. 2007. Enhancing library access through the use of mobile technology: the student perspective and practical implementation. First International m-Libraries Conference. Open University. November 2007.</li> <li>• Lea, S; Newcombe, M; Vbranch, A. 2007. Video developments in mobile learning for professional placement students and mentors. Diverse Conference. Lillehammer University College. Norway. June 2007</li> <li>• Callaghan, L; Lea, S and Newcombe, M. 2007. Harnessing Mobile Technology to Support Placement Learning. Shock of the Social. University of Oxford. March 2007</li> <li>• Jones, R. Newcombe, M. &amp; Roberts, M. 2006. Exploration of an online communication suite (GoodMood) for the broadcasting of interactive lectures. Association For Learning Technology Conference. Heriot-Watt University. Edinburgh. 2006</li> <li>• Newcombe, M. &amp; Vbranch, A. 2006.. An Evaluation of GoodMood WIP, A Development Tool for Creating Video-Rich Learning Material, Diverse Conference. University of Glasgow. July 2006.</li> <li>• Abbey, C; Hilsdon, J. &amp; Newcombe, M. 2004.. Student Assignment Project: An Online Resource for the Development of Students' Academic Writing. Symposium on Academic Communication Skills and Widening Participation. University of Luton. December 2004.</li> </ul>	

<b>Full Name:</b> Sue Burkill	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> Head of Education Enhancement	
<b>Brief description of role and responsibility:</b> Since March 2008 I have led a group which is responsible for co-ordinating a range of programmes and initiatives which address ways of enhancing and innovating teaching, learning and assessment across the whole of the University of Exeter.	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
MA Geography	Cambridge
PGCE	Bristol
Assessor Award	(GNVQ /RSA)
<b>PROFILE</b> (related to contribution to the project)	
<p><b>Recent Posts held</b></p> <ul style="list-style-type: none"> <li>• 2001- 08 : Head of Educational Development &amp; Learning Technologies University of Plymouth</li> <li>• 1999- 01 : Director of Centre for Learning and Teaching, College of St.Mark and St.John</li> <li>• Committee member Heads of Educational Development Group (HEDG)</li> </ul>	
<p><b>Some Additional Relevant Roles</b></p> <ul style="list-style-type: none"> <li>• Co-responsibility for application process which led to £20 million of funds for CETLs being awarded to Plymouth. I have worked closely with two of them in developing strategies for innovative assessment and feedback.</li> <li>• External consultant for LTSN, then HEA (currently in 3 roles) (1) Leader for Supporting New Academic Staff (SNAS) project; (2) Research consultant for FDTL5 T&amp;L issues and environments research project; (3) Member of Initial and CPD (ICPD) strategy group.</li> <li>• Member of QAA national working party on Benchmarking Standards in Geography and Academic Reviewer for QAA in which I had a particular interest in assessment and feedback.</li> <li>• Several national and a large number of internal workshop/conference presentations on the theme of assessment and feedback including leading on two major conferences on this theme.</li> </ul>	
<p><b>Some relevant research/development funding awards which have resulted in publications</b></p> <ul style="list-style-type: none"> <li>• DfES funded project (£50K) to develop and publish ICT resources (with Longman)</li> <li>• Geog. Assoc. Bronze award for ICT related project 'Farm Studies and Enquiries' (Longman)</li> <li>• Plymouth teaching award for developing metacognitive skills re. online materials for u/g's (£5K)</li> <li>• £20 million award for four Centres of Excellence in Teaching and Learning (see above)</li> </ul>	
<p><b>Selected Recent Publications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">(Several relevant publications are in press to be published in 2008)</a></li> <li>• Burkill, S. 2005. Supporting New Academic Staff. <i>Educational Developments</i> Issue 6.4</li> <li>• Burkill, S. 2004. Avoiding Plagiarism <i>Journal of Geography in Higher Education</i> 28 (3)</li> <li>• Burkill, S, Corey, D, Healey, M. 2000. <i>Improving students' communication skills</i>. Cheltenham: Geography Discipline Network</li> <li>• Burkill, S. 1998. Using Computer Assisted Learning to support Key Skills in the post- Dearing era. <i>Journal of Geography in Higher Education</i> 22 (3)</li> <li>• Burkill, S. 1998. A Portfolio Approach to Transferable Skills in Chalkley B. and Harwood J. <i>Transferable Skills and Work -based learning in Geography</i> Cheltenham: GDN</li> <li>• Burkill, S. 1997. Student Empowerment through Groupwork. <i>Journal of Geography in Higher Education</i>. 21 (1)</li> <li>• Burkill, S. 1996. Trends in School Geography and Information Technology in Rawling E. and Daugherty R. (eds). <i>Geography into the Twenty First Century</i>. London: John Wiley and Sons.</li> <li>• Burkill, S. 1995. Incorporating transferable skills into an undergraduate geography assignment. In Jenkins A and Ward A.(eds) <i>Developing skills based curricula through the disciplines: case studies of good practice in Geography</i> Birmingham: SEDA.</li> </ul>	

<b>Full Name:</b> Mike Jeffries	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> E-learning and Communications School of Education and Lifelong Learning	
<b>Brief description of role and responsibility:</b> Since 1997 has been responsible for developing and delivering online distance learning within adult education and since 2001 within the School of Education UG and PG programmes as well as external project work.	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
BSc (Hons) Rural Estate Managt	University of Plymouth
<b>PROFILE</b> (related to contribution to the project)	
<p><b>Recent Posts held</b></p> <ul style="list-style-type: none"> <li>• 2007 - Head of Dept of Lifelong Learning</li> <li>• 1997 – 2007 E-learning project development co-ordinator</li> </ul> <p><b>Some Additional Relevant Roles</b></p> <p>As well as the distance learning provision I am now also responsible for developing blended learning support for PGCE and Postgraduate Research Teaching and Learning within a number of discipline areas. I advise and work closely with academics to develop new models for teaching and learning that makes innovative use of both face to face teaching time and online provision of teaching and learning materials.</p> <p><b>Relevant Projects with museums and public access e-learning</b></p> <p>Geevor World Heritage Site (KTP)  Porthcurno Telegraph Museum (AHRC)  Royal Cornwall Museum (AHRC KT)  Royal Albert Museum Exeter (MOLLI)  Dartmoor Archive (Dartmoor Trust)</p> <p><b>Some relevant research/development funding awards which have resulted in publications</b></p> <ul style="list-style-type: none"> <li>• POCKET (JISC Funded) Providing content for Open Learn</li> <li>• Escalate – (HEA) Interactive and collaborative blended learning for undergraduates</li> <li>• Virtual Field Trip a CD Rom experience Alt-C (2004)</li> <li>• Telementoring for distance learning development.</li> </ul>	

<b>Full Name:</b> Richard Jones	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> Lecturer in Physical Geography	
<b>Brief description of role and responsibility:</b> I have been a lecturer in Physical Geography at the University of Exeter for seven years. I have a strong interest in learning and teaching and am an active member of the GEES community. At Exeter I have been a regular member of the Learning and Teaching committee and was recently the Director for learning and teaching in the Geography Department on the Cornwall Campus. I have also served as BSc admission tutor. I have a particular interest in mobile media and am currently working on a number of small projects for JISC looking at the use of meta-tagging and management / organisational software to enhance the student experience in higher education.	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
2 PhD Geography – palaeoclimatology	Dept Geography, Edge Hill College (Lancaster University)
1 BSc Hons Physical Geography and Geomorphology	University of Liverpool
<b>PROFILE</b> (related to contribution to the project)	
<b>Recent posts held</b>	
<ul style="list-style-type: none"> <li>• <b>2007 - Present</b> Lecturer in Physical Geography University of Exeter, Cornwall Campus</li> <li>• <b>2002 – 2007.</b> Lecturer in Physical Geography University of Exeter, Exeter Campus</li> <li>• <b>2001 -2002.</b> Senior Postdoctoral Research Associate: Dept. of Geography, University of Liverpool. Human and climate impacts on water resources in China: learning from the past. Leverhulme.</li> <li>• <b>1999 – 2001.</b> Postdoctoral Research Assistant: Dept Geography, University of Liverpool.' Historical impacts of land use and climate on hydrology in a prealpine landscape'. Leverhulme funded, with Prof. John Dearing</li> </ul>	
<b>Some Additional Relevant Roles.</b>	
<ul style="list-style-type: none"> <li>• 2007 – 2008 Co-Pi. GEOVID. HE Academy / JISC Higher Education e-Learning Pathfinder Programme Transforming staff and student experiences of videoconferencing for learning and teaching. £197,000</li> <li>• 2007. PI - Higher Education Academy: GEES Subject Centre Funding: Exploring the Sharing, Reuse and Repurposing of e-Learning Materials in the GEES Disciplines – BUFVC £5000</li> <li>• 2007. PI - Geography, Earth and Environmental Sciences (GEES): e-Learning or a-Gimmick? Evaluating the use of rich media in Geography Fieldwork. £2700</li> <li>• 2007 – Director of Learning and Teaching – Geography</li> <li>• 2003 – 2007. BSc Admissions tutor</li> </ul>	
<b>Selected Recent Publications</b>	
<ul style="list-style-type: none"> <li>• Tinner, W., Bigler, C., Gedye, S., Gregory-Eaves, I., Jones, R.T., Kaltenrieder, P., Krähenbühl, U., and Hu, F.S. 2008. A 700-year paleoecological record of boreal-ecosystem responses to climatic variation from Alaska. <i>Ecology</i> 89: 729-743. (featured in Editors' Choice, <i>Science</i> 328: 586).</li> <li>• Marshall JD, Jones RT (+ 13 others) 2007. Terrestrial impact of abrupt changes in the North Atlantic thermohaline circulation: Early Holocene, UK. <i>Geology</i>. 35, 639-642.</li> <li>• Zhang E, Jones RT, Bedford A, Langdon P, Tang H. 2007. A chironomid- based salinity inference model from lakes on the Tibetan Plateau. <i>Journal of Paleolimnology</i>. 38 (4), 477 – 491.</li> <li>• Dearing, J.A., Jones RT., Ji, S., Yang, X., Boyle, J.F., Foster, G., Crook, D.S. and Elvin, M. (2007) Using multiple archives to understand past and present climate–human–environment interactions: the lake Erhai catchment, Yunnan Province, China. <i>Journal of Paleolimnology</i>, 40, (1), 3-31</li> </ul>	

<b>Full Name:</b> Alison Wride	
<b>Name of Institution:</b> University of Exeter	
<b>Current Post and title:</b> Deputy Head University of Exeter Business School	
<p><b>Brief description of role and responsibility:</b> Working closely with and reporting to the Director of the Business School. The role is both strategic and operational and involves financial management and resource allocation; HR management; development of International strategy and acting as Director in his absence.</p> <p>In addition I have a University-level role that feeds into strategy on education and the student experience.</p>	
<b>Qualifications:</b>	
<b>Title of award</b>	<b>Organisation</b>
BA Economics	University of Exeter
<p>PROFILE (related to contribution to the project)</p> <p><b>Recent Previous Employment:</b> Head of Undergraduate Studies, University of Exeter School of Business and Economics. A School-wide role leading on UG education. Responsibility for the development of UG programmes and modules. Led on growing numbers and quality and developing an all-round student experience. In addition to academic role, responsibilities included employability strategy, implementation of the skills agenda, collaborative provision and widening participation.</p> <p>Associate of the Economics Subject Network</p> <p><b>Awards</b> Winner of the 2006 Higher Education Academy Economics Network Student-Nominated Teaching Award</p> <p>Winner of the 2007 Vice-Chancellor's Award for Excellence in Teaching and Learning, Prize value £10,000. This was awarded by Professor Steve Smith in recognition of 'outstanding teaching'.</p> <p><b>Grants</b> 2006-8. School and University lead on a bid to e-skills UK. The project involved the development of an "e-skills UK" endorsed degree addressing the skills shortage in the IT sector particularly related to management capability amongst IT professionals. Successfully completed. Funding received: £258k, half of which was awarded to the Business School.</p> <p>2007-2009. Business School and University lead on Higher Skills Pathfinder/SW Life-long Learning Network project, working with Flybe to develop a suite of programmes that address the issue of skills development in the aviation industry and enhance collaboration across three SW universities, employers and Exeter College. Funding received: £225k</p> <p>2008-2010. Business School contributor to JISC project, Transforming Curriculum Delivery through Technology. A project that focuses on a step-change within the Business School as it doubles in size and undertakes substantive internationalisation. Funding received £199k</p> <p><b>Publications</b> 2007 Author of Exeter Case Study featured as part of the JISC-funded Camel Project into the effectiveness of e-learning. Report, 'Exploring Tangible benefits of e-Learning: Does investment yield interest?' published April 2008.</p> <p>Co-author of the forthcoming 7<sup>th</sup> edition of 'Economics'; the best selling UK undergraduate economics textbook. Current author, John Sloman, published by Pearson. Publication April 2009.</p>	