

Proposal Cover Sheet

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

Cover Sheet for Proposals <i>(All sections must be completed)</i>		JISC/Academy Open Educational Resources Programme			
Name of Initiative:	Open Educational Resources				
Programme bid to:	Individual	<input type="checkbox"/>	Institutional	<input checked="" type="checkbox"/>	Subject area
Name of Lead Institution:	Leeds Metropolitan University (a 'teaching-intensive' institution)				
Name of individual:	<i>(complete for individual programme only)</i>				
Subject area:	<i>(complete for subject programme only)</i>				
Name of Proposed Project:	Unicycle: Increasing supply and demand in the open educational resources marketplace.				
Name(s) of Project Partner(s):					
Full Contact Details for Primary Contact:					
Name: Simon Thomson					
Position: Principal Lecturer, Assessment Learning & Teaching, Faculty of Innovation North. Member of cross-institutional Technology-Enhanced Learning Team.					
Email: s.thomson@leedsmet.ac.uk					
Address: Caedmon 105, Headingley Campus, Leeds Metropolitan University, LEEDS, LS6 3QS					
Tel: 0113 812 7425					
Fax:					
Length of Project:	1 year				
Project Start Date:	27 April 2009		Project End Date:	30 April 2010	
Total Funding Requested from JISC/Academy:					
			£166,992.71		
Total Institutional Contributions:					
			(At least as much as requested from JISC – see para. 27)		
Outline Project Description					
<p>The project will build a 'unicycle': a prototype mechanism for the export and import of open educational resources at Leeds Metropolitan University. The Unicycle Project will increase the release of open educational resources (OER) from Leeds Met into the further and higher education communities. At the same time it will foster the simultaneous import <i>and use</i> of OER from those communities. It can be conceived as an attempt to create a new 'trade cycle', with increased supply and demand in OER. This will require a cultural change in the University. The project will also begin to make and assemble the components of a bigger and better 'unicycle' at Leeds Met, one that is more robust, vigorous and sustainable. The experience gained on the project will be disseminated freely and is likely to be of considerable interest throughout the further and higher education sectors.</p>					

Using our current expertise and working with colleagues who have implemented the Leeds Met repository, we aim to develop a process by which staff are able to contribute to, and draw upon, a central repository of OER material. Beyond this, the materials will be made available to the wider FE & HE sectors, including accessing content via JorumOpen. We aim to establish a cultural change within the institution, encouraging staff to create and use OER materials in a sustainable way.

Key members of staff in each faculty have already been approached, as well as representatives of the three CETLs in which Leeds Met is involved, with a view to providing a wide range of resources for inclusion in the OER. With the wide range of subject areas and expertise at Leeds Met, the OER repository will provide a valuable source of content with a valuable representation of how an OER might be used across a range of subject areas within a diverse institution.

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

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.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
None		

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

Example:

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
2.4	s.43 Commercial Interests	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed, by making this information available to competitors.

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

1.1 The problems

There are two main obstacles to greater use of open educational resources (OER) in higher and further education: supply and demand.

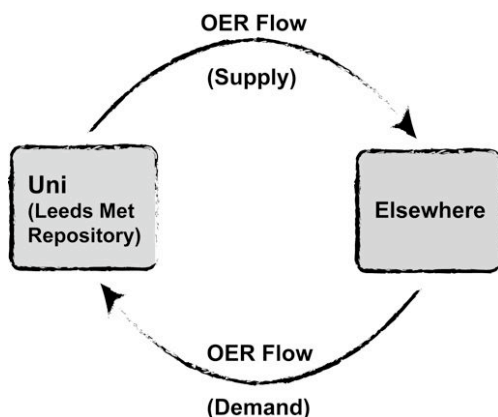
On the supply side, individual members of staff have little incentive to give away resources they create. The rewards tend to be modest and non-monetary: a warm feeling from doing 'a good deed' and (perhaps) some appreciation from the recipients. What's more, the personal costs may be high: the effort required for production, modification, attachment of metadata (a skilled job in itself) and uploading; distraction from other activities – e.g. research – which are more likely to lead to promotion. At the institutional level, there is often reluctance – or outright refusal – to give away intellectual property, especially if it might become a source of income.

On the demand side there are problems too. 'Don't reinvent the wheel' is hackneyed advice. Sadly, it is also routinely ignored, especially in higher education (HE). Universities and individual academics frequently take pride in their bespoke approach – creating programmes and modules supposedly well-tailored to the particular needs of their students. There is anecdotal evidence of a greater willingness to use others' materials in further education (FE), but teachers and programme designers in both sectors frequently ignore resources produced elsewhere, or use them in small, heavily-adapted, doses. Why? In addition to pride, other factors may be: teachers' fear of undermining their professional skills; ignorance of what exists; anxiety about misuse of others' intellectual property; suspicion of, and prejudice against, materials produced by others - the well-recognised 'not-invented-here syndrome'.

This approach is wasteful and, with resources becoming tighter, cannot be sustained in most UK HE and FE institutions. Moreover, it is debatable how special are the needs of students in different institutions. There probably are some differences but there will inevitably be common elements in programmes in (say) law, Spanish or nursing, wherever in the UK they are conducted. It has long been recognised that there is much scope for re-use of educational resources produced by others. Unfortunately, insight is not enough: wheels continue to be reinvented in large numbers.

1.2 Towards a remedy

The Unicycle Project aims to tackle both obstacles – supply and demand – to create a new 'trade cycle' in OER at Leeds Metropolitan University, its associated colleges and in the wider HE and FE communities.



Leeds Met is a large, teaching-led HEI offering many programmes that overlap to varying extents with provision in other universities. In addition, it has a well-developed regional university network (RUN) of further education colleges, some of which deliver HE programmes. Hence, in many respects, it faces similar issues and challenges to those experienced elsewhere in HE and FE. So Leeds Met is an excellent test-bed for trying to

increase 'trade' in OER – the experience and findings of Unicycle are likely to be widely relevant and useful.

The University has appropriate tools, materials and skills. We have a strong track record in working with repositories through three JISC projects, (the institutional repository, Streamline and PERSoNA) and before that through the EU projects eDILEMA and REPLIKA. The institutional repository uses the same Intralibrary software platform as JorumOpen. We will contribute to Unicycle a substantial collection of learning objects from previous projects and the Centres for Excellence in Teaching and Learning (CETLs) in which we are involved. Unicycle will benefit from existing infrastructure and expertise to support the delivery of the learning objects and to ease tasks such as metadata creation by using tools created to part-automate the process through the Streamline project. It will also be able to use tools developed to aid the promotion of sharing such as those implemented through PERSoNA. Because the quality of materials is so important, we will strengthen collaborative arrangements for quality-checking and enhancement by offering our experts to other institutions in the expectation that they will make theirs available to us. As for sustainability, our Institute for Enterprise is currently implementing measures to ensure its own sustainability. Unicycle will draw on this experience, where appropriate.

Additionally, there are incentives within Leeds Met to develop more open access. For example, the Personalised Curriculum Creation through Coaching (PC3) project, recently funded by JISC, is seen as a key development underpinning our new Carnegie Graduate School as well as other widening-participation and work-based learning initiatives, and will require a large pool of OER. Two other illustrations of the trend to openness are also worth mentioning. First, a paper enabling curriculum material to be provided on an open-source basis was agreed at Academic Committee on 9 February and there was high-level support for the proposal. Second, the bid for the ELMER repository enhancement project, currently being considered by JISC, proposes a report on possible rewards and recognition structures at Leeds Met that would encourage academic staff to make their learning objects openly accessible, as is already in place for research outputs.

So Leeds Met is well placed start Unicycle quickly and productively. Most of the key project staff are already University employees and can begin work on Unicycle in April; others will be available when needed. Our local 'climate' is favourable to open learning materials: one illustration is that the University is willing to release a minimum of 360 credits of existing learning resources through Unicycle; another is that we wish to work collaboratively on quality with other OER producers. More significantly, policy and procedures are being reviewed with the aim of even greater, and sustainable, openness. We have already secured a number of key staff within faculties and areas, who have begun to identify a range of resources which may be suitable for use in the OER. (See 'Deliverables' - Section 2.2 below for further information.)

Unicycle will draw upon the expertise at Leeds Met, including the considerable experience from the institutional repository projects with regards to accessibility, IPR and quality control. Above all, the development of the Open Educational Resource repository will bring together a range of learning objects for public access as well as identify good practice and procedures for the long-term sustainability of using OER materials in the sector.

1.3 Outputs

In outline, Unicycle will increase the *supply* of OER from Leeds Met by:

- adapting, uploading and making available at least 360 credits of quality-checked resources, via Leeds Met's JISC-funded repository, JorumOpen and other suitable outlets;
- continuing to work on University policy and procedures to support OER;
- developing a set of incentives for the release of open learning materials;

- winning ‘hearts and minds’ of significant numbers of teaching and learning support staff about *generating* OER (using social networking tools developed by the PERSoNA project, along with more traditional methods);
- creating a ‘supply chain’ for quality-checked release of OER – instituting arrangements to assist academic staff in producing learning materials and preparing them for open release;
- integrating OER development into the University’s sustainable planning cycle to ensure future funding.

Unicycle will increase *demand* for OER at Leeds Met and encourage increased use in our RUN partners by:

- engaging with a wide range of subject areas and staff;
- employing learning technologists and an educational developer to help staff to incorporate and adapt quality-checked OER;
- winning staff ‘hearts and minds’ on greater *use* of OER through staff development workshops and identifying a number of key benefits;
- raising awareness of available OER, for example by using the institutional repository and tools from PERSoNA;
- providing subject-based resources as well as study support materials from Skills for Learning;
- monitoring use of uploaded resources (using methods developed jointly with JISC).

In addition, Unicycle staff will:

- participate in JISC programme-level activities and dissemination events.
- produce case studies at three levels: an individual teacher ‘exporting’ and ‘importing’ OER; a programme where staff are modifying the curriculum and supporting each other in the production and use of OER; the institution changing its policy, procedures, practices and programmes.

The experience of the Unicycle project will be of considerable interest to the HE and FE sectors. In addition, Leeds Met will be contributing substantially to the developing ‘trade’ in open educational resources which JISC and the HE Academy are seeking to foster.

2. Quality of Proposal and Robustness of Workplan

2.1 Project plan

Work package	Start and finish dates	Outputs/milestones	Responsibility
Work package 1: Institutional OER policy and IPR			
Gain full approval of OER policy, Creative Commons licence(s), reward and recognition policies	April-July 2009	Academic Board / Finance & General Purposes approval; Creative Commons licence terms; reward and recognition policy	Simon Thomson, IPR legal advisor, Educational developer.
Work package 2: Pilot production of OER			
Initial quality check 120 credits of OER	April-June 2009	120 credits of OER materials ready for adaptation	Faculty/Subject specialists, learning technologist
Adaptation, quality-check	May-July 2009	120 credits of OER materials adapted	Quality control team. Institutional repository staff, educational developer.
Upload to institutional	May-July 2009	120 credits of OER in	Learning

repository, JorumOpen		institutional repository and JorumOpen	technologist, Institutional repository staff
Work package 3: Production of second tranche of OER			
Quality check, 240+ credits of OER	July – Sept 2009	240+ credits of OER materials ready for adaptation	Subject specialists, learning technologists
Adaptation, quality- check	Sept 2009 – Feb 2010	240+ credits of OER materials adapted	Learning technologists, Institutional repository staff
Upload to institutional repository, JorumOpen	Oct 2009 – Feb 2010	240+ credits of OER in institutional repository and JorumOpen	Learning technologists, Institutional repository staff
Work package 4: Incorporation of OER into pilot programmes			
Identify pilot programmes for implementation of OER	June 2009	Pilot programmes identified	Simon Thomson Educational Developer
Incorporate OER	June – Sept 2009	OER incorporated into pilot programmes	Faculty staff, learning technologists
Monitor use of OER (with JISC)	Sept 2009 – Jan 2010	Monthly reports	Learning technologist
Work package 5: Identification of third tranche of OER			
Workshops, publicity materials	Jan – April 2010	Further tranche of OER identified for production, upload	Simon Thomson, TEL Team
Work package 6: Sustainability of OER export and import			
Proposal for medium- and long-term funding at institutional level.	April 2009 – Jan 2010	Funding for 2010-11 agreed	Simon Thomson
Work package 7: Evaluation			
Interim evaluation	October 2009	Evaluation report(s)	Simon Thomson, critical friend, external evaluator (educational developer)
Final evaluation	April 2010	Evaluation report(s)	Simon Thomson, critical friend, external evaluator
Work package 8: Dissemination			
JISC programme events	(JISC schedule)	Participation	Simon Thomson
Conference presentations, workshops	Sept 2009 – April 2010	Presentations, sessions led	Simon Thomson
Case studies	Feb – April 2010	Case studies delivered to publisher(s)	Simon Thomson

2.2 Deliverables

Unicycle will deliver at least 360 credits worth of OER through the Leeds Met repository and JorumOpen. Resources include video materials, podcasts, one-day workshop outlines and content, and whole modules. A significant number of skills-development materials provided through Leeds Met's Skills for Learning website have also been earmarked for inclusion. Other collections specifically identified are podcasts in computing, business and sport produced through CETL ALiC, a research methods question bank (AFFIRM project) and CETL ALPS mobile learning objects for health.

The materials are drawn from across the University, as follows:

- 50 credits, on average, from each faculty (300 credits)
- 10 credits from each CETL (30 credits)
- 20 credits from Skills for Learning (20 credits)
- 10 credits from Teacher Fellow network (10 credits)

2.3 Project management arrangements

The Project Director will be Simon Thomson who has been Deputy Project Manager for the highly successful JISC-funded Sounds Good project on audio feedback. Unicycle will have an advisory group, whose membership will include Bob Rotheram (National Teaching Fellow), Prof Janet Finlay, Wendy Luker and Dr Jill Taylor (National Teaching Fellow), all of whom are members of Leeds Met staff with extensive experience of JISC projects.

Each faculty/area will have its own coordinator who will liaise with the Project Director and attend a monthly Unicycle meeting to discuss progress and local issues. This group will also supervise the upload of content into the repository as well as manage quality control for the institutional OER repository.

2.4 Risk analysis

Key risks faced and mitigation strategy for addressing them			
RISK	IMPACT	Likelihood	MITIGATIVE ACTION
No materials available for OER repository	High	Low	An initial survey has already been undertaken by faculty representatives and a number of resources identified.
Essential personnel may leave project	High	Medium	Institutional commitment and active engagement by multiple senior staff mean that any personnel leaving will be replaced from within the team or through consultancy.
Unable to work with intended user groups	Medium	Low	Identifying multiple user groups ensures that we have sufficient cohorts to pilot successfully even if some become unavailable.
Unable to develop and deploy OER.	High	Low	The project will use the existing Leeds Met repository and take advice from staff already developing it. JorumOpen will be used to make materials available.
Resistance to adoption of OER among faculties / subject areas.	Medium	Medium	Initial staff groups are committed to supporting OER. A wide range of areas within the institution have already indicated a wish to be involved.
Failure to embed OER use into existing Assessment, Learning & Teaching (ALT) provision.	High	Medium	The cultural step change will be implemented and guided with support from the Teacher Fellow network at Leeds Met, which has the support and leadership of Prof Sally Brown. OER use will be part of ALT priorities for 2009/10.
Failure to embed OER into Leeds Met regulatory framework.	High	Medium	Open resources already discussed and approved at Academic Committee.

2.5 IPR position

It is expected that all materials released as part of the Unicycle project will be under a Creative Commons licence agreement (or similar open licence). The University is working towards making Leeds Met educational resources open by default. The first move was successful – approval by Academic Committee on 9 February. Next steps include seeking approval from Finance and General Purposes Committee. Advice and guidance relating to IPR will be sought from JISC Casper and the guidance on Open licences already published by JISC will be considered.

2.6 Sustainability/business plan

Leeds Met is serious about moving towards greater production and use of OER. We believe that the open ‘trade cycle’ approach of Unicycle, linked to the notion of reciprocity, will be attractive to significant numbers of people, both here and elsewhere. Leeds Met is already committed to long-term development of the repository through which the open resources will be made available to staff. Moves to change University policy in favour of OER have started. The Unicycle project, which is partly aimed at altering institutional culture, is a natural next step. JorumOpen, with its store of resources from elsewhere, will be an essential part of the project.

The open-sharing model will work initially within the University and with our RUN partners, before being extended to the whole HE and FE sectors on open licences. Specific open licence choice will be evaluated as part of the project, but initial use of OER within the institution will be via a Creative Commons licence system that includes attribution. In the medium and long term, Leeds Met’s OER repository will rely on the integration of OER materials into programme design and delivery. The University’s very strong teacher fellow network will be instrumental in promoting the use of OER.

3. Engagement with the Community

Already several key members of staff have volunteered to take part in Unicycle. A number are Associate Deans for assessment, learning and teaching with a remit to develop and share resources within the institution. Currently faculties localise learning objects and this project is an opportunity to engage each Faculty in collaboration and the development of an institutional resource.

A number of the project team are already involved in the JISC community of practice and as such it is expected that this project will work with JISC and communicate the project progress in line with JISC guidelines and will share all outputs from the project via JorumOpen.

Adopting the successful communication and engagement model of the JISC-funded Sounds Good audio feedback project, a website and blog will be implemented to share updates and developments. These facilities will be publicly accessible and all faculty coordinators will be required to use and contribute to them.

We will also disseminate through traditional conference and workshop presentation channels. In addition, we recognise the importance of drawing on contemporary practice and will engage with other HEA/JISC OER projects where it is likely to be mutually beneficial, as with the fruitful collaboration which developed between JISC’s Sounds Good and Audio-Supported Enhanced Learning (ASEL) projects.

4. Budget

Template Budget¹

Directly Incurred Staff	TOTAL £
Post, Grade, No. Hours & % FTE	
Total Directly Incurred Staff (A)	
Non-Staff	TOTAL £
Monthly Unicycle Meetings	£1000
Staff Development Workshops (6x£100)	£600
Dissemination	£3000
JISC Events (incl evaluation)	£1500
RUN Travel & Engagement	£1000
Total Directly Incurred Non-Staff (B)	£7100
Directly Incurred Total (C) (A+B=C)	£77,175.95
Directly Allocated	TOTAL £
Staff	
Estates	£18,715.97

Other	£		
Directly Allocated Total (D)	£110,164.96		
Indirect Costs (E)	£146,644.51		
Total Project Cost (C+D+E)	£333,985.42		
Amount of Funding Requested	£166,992.71		
Institutional Contributions	£166,992.71		
Percentage Contributions over the life of the project	JISC 50%	Partners 50%	Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included – 4.22	Staff as identified in budget above and identified in project & advisory team.		

5. Previous experience of team

5.1 Project Team

- Project Manager: Simon Thomson has been Deputy Project Manager of Sounds Good (JISC funded, University Teacher Fellow & National Teaching Fellow nominee).
- Leeds Met repository staff – providing advice and support on the implementation of OER materials into Leeds Met repository. Includes Nick Sheppard from JISC-funded institutional repository project.
- Learning Technologists: small inputs from one in each represented faculty and a full time learning technologist to support staff in the application of metadata and possible repackaging of OER material into the repository.
- Faculty academic staff: Each Faculty will identify a senior academic member of staff to work as part of the main OER team. They will facilitate the gathering of materials from within the faculty and also act as a member of the institutional OER implementation team. This team will meet monthly to identify progress and issues arising.

5.2 Advisory Team

Prof Janet Finlay. She is currently principal investigator for the JISC-funded Streamline and Planet projects, and is on the project team of Persona (all ending March 09). She is also a member of the JISC Emerge community. She is currently Leeds Met's site coordinator for the multi-institutional HEFCE-funded CETL Active Learning in Computing

Wendy Luker leads the institutional repository initiative and is project manager of the JISC Persona project. She will offer support to the OER integration into the institutional repository.

Dr Jill Taylor is the head of the Technology Enhanced Learning Team at Leeds Met. She will help facilitate the support of the project from within the TEL team and offer support for institutional dissemination.

Bob Rotheram, National Teaching Fellow, is Reader in Assessment, Learning and Teaching at Leeds Met. His area of interest is the use of technology in higher education, especially to enhance assessment. He led the highly-successful JISC-funded project 'Sounds Good':

Quicker, better assessment using audio feedback'. He will be a member of Unicycle's advisory group.

Louise Richards is Principal Lecturer for the Regional University Network and will be the project representative for this user group.

6. Letters of support



Unicycle is funded, we will carry out the proposed activities conscientiously and effectively, delivering the declared outcomes and ensuring, where appropriate, that they are fully embedded in our future developments.

I look forward to hearing the result of this application in due course.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Sally', with a long horizontal flourish extending to the right.

Professor Sally Brown
Provost and Pro-Vice-Chancellor (Assessment, Learning and Teaching)
Leeds Metropolitan University