

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

Cover Sheet for Proposals		JISC/Academy Open Educational Resources Programme		
Name of Initiative:	Open Educational Resources			
Programme bid to:	Individual	Institutional	<input checked="" type="checkbox"/>	Subject area
Name of Lead Institution:	University of Leicester			
Name of individual:	<i>(complete for individual programme only)</i>			
Subject area:	<i>(complete for subject programme only)</i>			
Name of Proposed Project:	Open, Transferable and Technology-enabled Educational Resources (OTTER)			
Name(s) of Project Partner(s):	N/A			
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Length of Project:	12 months			
Project Start Date:	30 April 2009	Project End Date:	29 April 2010	
Total Funding Requested from JISC/Academy:	£248,060.51			
Total Institutional Contributions:	£224,258.04			
<b>Outline Project Description</b>				
<p>The Open, Transferable and Technology-enabled Educational Resources (OTTER) project at the University of Leicester will enable, pilot and evaluate systems and processes designed to enable individuals, teams and departments to release high quality open educational resources (OERs) for free access, reuse and repurposing by others, in perpetuity. OTTER will contribute a body of high quality OERs from 8 departments at Leicester, and plan to encourage and support many others. Equivalent to 360 credits, these OERs will be free to access online, use, adapt and repurpose under an appropriate open licence, and will be valuable to academics, past, current and future learners, funding agencies and professional organisations in the relevant fields worldwide. OTTER will make extensive use of learning technologies and maximise the affordances of the JorumOpen platform and Leicester's institutional open source platform, <i>Plone</i>. OTTER will inform institutional and sector policy on the release of existing digital content as OERs. OTTER's deliverables and benefits will be disseminated widely across the institution, the sector and internationally well beyond the project's life.</p>				
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>



## C Appropriateness and fit to programme objectives and overall value to the community

### Project summary and focus: the OTTER innovation

1. The **Open, Transferable and Technology-enabled Educational Resources (OTTER)** project at the University of Leicester (UoL) will pilot and evaluate systems and processes designed to enable individuals, teams and departments to release high quality open educational resources (OERs) for free access, re-use and repurposing by others, in perpetuity. OTTER will contribute a body of high quality OERs from 8 departments at Leicester. Equivalent to 360 credits, these OERs will be free to access online, use, adapt and repurpose under an appropriate open licence, and will be particularly valuable to academics, past, current and future learners, funding agencies and professional organisations in the relevant fields worldwide. The project will make extensive use of learning technologies and maximise the affordances of the JorumOpen platform and Leicester's institutional open source platform, called *Plone*. OTTER will inform institutional and sector policy on the release of existing digital content as OERs. OTTER's deliverables and benefits will be disseminated widely across the sector and internationally well beyond the project's life.
2. Changing institutional processes and practice is central to this strand of the OER Programme. The catalyst for making this happen is enabling free open access to high quality educational resources. OTTER will deliver the key benefits of the open release of learning resources at UoL (see Yuan *et al*, 2008):
  - a. A marketing tool to promote UoL, its staff and the UK higher education (HE) sector globally, and to attract a diverse population of students, particularly international and non-traditional learners (see Boxes 1 and 2).
  - b. An opportunity to modernise a significant amount of digital content at UoL and to share it locally and globally.
  - c. Increased student satisfaction, at UoL and elsewhere, in the availability, quality and ease of use of learning materials.
  - d. A contribution to the growth and success of the HE sector in the developing world through the release of free, high quality resources for reuse and repurposing.
  - e. Capitalising on the investment that has already been made at UoL in digital content, for the benefit of a much wider audience and for different modes of learning including the use of Web 2.0 applications, Second Life and content designed for new portable devices such as e-book readers.
3. OTTER recognises that the full potential of OERs is realised when academics participate in the development of open educational content by contributing both their digital learning materials and their pedagogical expertise in presenting their OER materials (Carey and Hanley, 2008). Open educational content thus includes open pedagogical content, which illustrates how these materials have been used successfully in particular learning contexts. OTTER will not only release OERs but also appropriate guidance for use and transferability.
4. All material released through OTTER will be easy to find, use, repurpose, aggregate and tag. Each resource will contain relevant metadata, including *title, author(s), affiliation, date, URL, technical information* (e.g. file format, name and size), *language information, subject classifications, keywords, tags, comments* and *descriptions*. All OTTER resources will adhere to guidance on metadata that the funders will provide and will be released under an open licence (Korn, Oppenheim and Duncan, 2008). OTTER's processes and outputs will be informed by the latest research, innovations and practice in learning design, pedagogy and technologies.
5. A significant component of the work will focus on copyright and IPR clearance, including third-party rights. OTTER will make extensive use of guidance offered by JISC, such as JiscLegal, JISC IPR Consultancy and TrustDR, in addition to the projects listed under item 8, below.
6. Based at UoL, the Beyond Distance Research Alliance (BDRA) is a leading research and development unit in the field of learning design and learning technologies. BDRA and OTTER's UoL partners are committed to the development and release of OERs as part of OTTER and beyond. Some have experience in these processes (see *previous experience of the project team*, item 40).
7. Leicester's exceptionally strong institutional commitment and desire to engage with OERs is backed by the Vice-Chancellor's Advisory Committee's decision (05/02/09): "the outcomes of the OTTER pilot will inform the university's future policy on OERs. BDRA, in collaboration with the Library and all participating departments, will undertake the research and development to establish evidence."

#### Box 1

Douglas Larkins, Professor of Education at Cambridge University, has been asked to advise Chinese universities, via the British Council in Beijing, on appropriate UK universities for Visiting Scholars in his field. He is aware of OERs created at the University of Leicester and points out that Chinese academics can view these materials online before deciding whether to come to Leicester, can use and adapt the materials and discuss them with Leicester academics and can further adapt them when using them with their students afterwards in China.

### Aims and objectives

8. The primary aim of OTTER is to pilot, analyse and model effective processes for the successful release of highly usable, adaptable, technology-enabled OERs at UoL. OTTER will provide evidence for the sustainable release of future OERs at UoL and across the sector through the adaptation, integration and transfer of lessons learned from

other relevant projects (e.g. CASPER, MERLOT, RepRODUCE, Web2Rights) and well-documented and researched experiences in OERs (including MIT's Open Courseware, Rice University's Connexions and the OU's OpenLearn project). Specifically, OTTER will:

- a. Contribute, through effective models for OER release, towards the marketing and positioning of the UoL and the UK HE sector among prospective students globally (Box 1).
- b. Modernise, update, tag, categorise and release 360 credits' worth of digital materials from 6 academic departments, from Staff Development and from Student Support Services for open use and repurposing.
- c. Integrate lessons learned from previous OER experiences to identify the key challenges associated with the clearance of rights, licensing and release of existing resources for free open access and repurposing.
- d. Support individuals, teams and departments to release their digital content for free use and repurposing.
- e. Promote the sharing and reuse of high quality OERs within UoL and across the sector.
- f. Populate, and test the affordances and inform future versions of JorumOpen and UoL's open repository.
- g. Build capacity and provide evidence, in usable formats, to influence future institutional and cross-sector policy in respect of OERs at UoL and elsewhere.
- h. Widely disseminate OTTER's outcomes locally, nationally and globally, well beyond the duration of the project, through UoL's high-profile presence at international conferences, communities of practice, publications and via *Plone*, UoL's institutional OER repository.

### Audience

9. In line with the findings of earlier OER studies (e.g. Iiyoshi and Kumar, 2008), OTTER's global audience includes:
  - a. Course tutors and students in the named disciplines in different modes of study, in the UK and beyond.
  - b. Prospective HE students from many backgrounds and locations, including further education (FE) students.
  - c. Overseas funding bodies allocating students and scholars to specific institutions.
  - d. Researchers in the named disciplines (see Table 1) and related fields.
  - e. NGOs, public bodies (e.g. the British Council) and other organisations dedicated to the promotion of UK HE.
  - f. UK FE and HE bodies and government agencies (e.g. AimHigher, BECTA, DIUS, funding councils, etc).
  - g. Professional organisations (e.g. British Psychological Society, The Law Society).
  - h. The HE Academy and JISC.
  - i. Staff development and academic practice units.
  - j. Senior and middle managers, strategists and administrators.

### Scope, institutional partners and their roles

10. Eight institutional partners plus the UoL Library are committed to OTTER at all levels. Their participation in this project is backed up by a strong and long-term institutional commitment (see item 7). Table 1 summarises each partner's contribution to OTTER and its indicative credit weighting.

	Source of OERs (module names or topic areas)	Level	Indicative credit weighting
<b>Beyond Distance Research Alliance</b>	<ul style="list-style-type: none"> <li>▪ Learning Futures, strategies and scenarios for the future</li> <li>▪ Learning Design</li> <li>▪ E-moderation, e-tivities and the 5-stage model</li> <li>▪ Second Life artefacts and resources.</li> </ul>	PG	12
<b>Archaeology and Ancient History</b>	<ul style="list-style-type: none"> <li>▪ Archaeological Theory (Second Life artefacts).</li> </ul>	UG	3
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ Introduction to Applied Linguistics and TESOL</li> <li>▪ Phonetics and Phonology</li> </ul>	PG	25
<b>Law</b>	<ul style="list-style-type: none"> <li>▪ Company Law</li> <li>▪ Financial Services Crime</li> </ul>	UG	35
<b>Politics and International Relations</b>	<ul style="list-style-type: none"> <li>▪ The Art of Negotiation</li> <li>▪ Ascent to Pre-eminence: the United States Emergence as a Global Power 1898-1948</li> <li>▪ Visions of the Modern American Presidency</li> <li>▪ American and the World: US Foreign Policy</li> <li>▪ Dissertation writing</li> </ul>	PG	180
<b>Psychology</b>	<ul style="list-style-type: none"> <li>▪ Selection and Assessment</li> <li>▪ The Psychology of Organising</li> <li>▪ The Individual at Work</li> <li>▪ Ergonomics</li> </ul>	PG	80
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>▪ Introduction for Lecturers New to Teaching in Higher Education</li> </ul>	PG	5

<b>Centre</b>			
<b>Student Support and Development Service</b>	Applying for Jobs; Careers Service Resources; Job Hunting; Options After Graduation; Career Action Plans; Study, Presentation, Writing, Research, Numeracy and IT Skills.	UG & PG	20
<b>Total</b>	<b>OERs from 8 departments/units</b>		<b>360</b>

**Table 1:** Summary of OERs to be delivered by OTTER

11. BDRA will:

- a. Lead, manage and ensure the successful completion of all workpackages (item 27) and deliverables (item 23) of the OTTER project.
  - b. Coordinate and provide feedback on each department's input.
  - c. Regularly contribute to the enhancement of all OERs.
  - d. Widely disseminate the outputs of OTTER and its sister projects under the OER Programme.
  - e. Report to the funders as requested
  - f. Lead contributions to funders' support and dissemination activities.
  - g. Contribute its own OERs as a partner (see Table 1).
12. Each partner will provide digital content as indicated in Table 1. The UoL Library will provide guidance and training on IPR, copyright, open licences and liaison with publishers.
13. Each OER is a discrete, stand-alone resource. Departmental teams will incorporate the OTTER resources, in their new formats and platforms, into their own teaching. Exposure to OERs developed by others across the OER Programme will give OTTER partners maximum potential for development and reusability of materials.
14. Learners (past, current and prospective) are OTTER's key beneficiaries. Current UoL students will be invited to 'reality check' and provide feedback on OTTER OERs before they go live.

**Means: technologies for implementation**

15. Each OER in OTTER will have a clear purpose and will be highly usable and adaptable. Through the appropriate use of different media and technologies, the project will benefit its diverse audience (item 9) through:
- a. OERs to be accessed using mobile devices (mobile phones, PDAs, MP3 players and pocket PCs), capitalising on the outcomes of earlier projects funded by JISC and the Academy such as WoLF (<http://moodle.lec.ac.uk/woolf/>) and IMPALA ([www.impala.ac.uk](http://www.impala.ac.uk)).
  - b. Resources available for pulling, as well as syndicated content (e.g. through RSS feeds).
  - c. Audio and video content (e.g. podcasts – see IMPALA).
  - d. Content designed and formatted for e-book readers (see the DUCKLING project, <http://www.le.ac.uk/beyonddistance/duckling>, funded by JISC).
  - e. Material designed for the Second Life 3-D Multi-User Virtual Environment (using the outcomes of the JISC-funded MOOSE project, <http://www.le.ac.uk/beyonddistance/moose/>).
  - f. Content that capitalises on the affordances of Web 2.0 applications (e.g. wikis, blogs) and social networking tools such as Bebo, Facebook and NetVibes.
16. Each resource will be released in appropriate formats to ensure accessibility, easy adaptation and repurposing. Key learner needs such as easy retrieval, editing and linking to, from and within other materials, are particularly important in OTTER and will be evaluated.
17. OTTER will maximise the functionality provided by the following platforms:
- a. JorumOpen.
  - b. A dedicated area on UoL's *Plone* open source system (<http://www2.le.ac.uk/>), which offers a set of tools for cataloguing, tagging and syndication through RSS feeds.
  - c. HE Academy Subject Centres' digital repositories.
  - d. Publicly available and accessible collections of resources, such as (but not restricted to) YouTube channels (including UoL's own channel), SlideShare and Flickr.
  - e. Second Life. Materials will be released as OERs on BDRA's well-established Second Life Island and will be linked using the appropriate SLURLs.
  - f. The HE Academy is currently piloting 'EvidenceNet', which will provide an evidence-based approach to informing learning and teaching. Appropriate OTTER resources will also be offered to EvidenceNet.
18. The volume and use of OERs is a key measure of success of this pilot. The OTTER team will work with the funders to develop suitable mechanisms and applications for tracking on JorumOpen. OTTER will have its own tracking and reporting in place for all resources released through UoL's institutional repository (see item 17b).

**The business case**

19. Iiyoshi and Kumar (2008) provide a comprehensive set of international experiences and a critique of how OERs can be used to improve an institution's profile and standing, as well as how OERs can enhance the experiences

of current and future learners at those institutions. OTTER will use these findings to articulate appropriate processes to enhance the impact of OERs on teaching at UoL.

20. OTTER offers Leicester an institutional innovation and transformation project. Without the dedicated funding and staffing that this call provides, it may be harder to get a significant OER initiative started.
21. McGill *et al* (2008), as part of their 'Good Intentions' report (commissioned by JISC), offer useful guidance on business models and scenarios to support the sharing of learning materials. The OTTER project draws on the following 4 approaches to sharing" (McGill *et al*, 2008: 2-3):
  - a. Open sharing: a completely open approach to sharing OERs, in line with the spirit of this call.
  - b. National sharing, across subject areas and domains.
  - c. Sharing through communities of practice, i.e. with people with a common practice or interest, but not necessarily discipline-based.
  - d. Institutional sharing: within and across departments at UoL.
22. The OTTER project is ideally placed to make a high-impact contribution within the following 3 scenarios identified by McGill *et al* (2008), which enable the implementation of the above approaches:
  - a. *Sustainable global sharing*. BDRA is a Community of Expertise recognised by the United Nations and a well-networked organisation to contribute to the global community and to support developing countries and disadvantaged learners (see <http://elkscommunity.wetpaint.com/>).
  - b. *National sharing*. Effective use and re-purposing of publicly funded resources and widening access to HE across the UK (see Box 2).
  - c. *Institutional sharing*. Improving learning and teaching practice at UoL and student access to learning opportunities will enhance UoL's positioning and reputation.

#### Box 2

Fiona Macdonald, a resident of one of the poorer districts of Glasgow, feels as remote from higher education as her cousin Alistair Campbell, who lives on Uist in the Outer Hebrides. Like him, she left school without a qualification but recently one of the BBC TV broadcasts aroused her interest in Archaeology. She chats to Alistair about doing an OU taster course, but she's too nervous, she says. He says there's some stuff on the Internet and it's free. She has a look and becomes really absorbed by the materials, especially the simulations created by the University of Leicester. For a whole year, she studies on her own, without support except for occasional phone calls to Alistair. Now her child is at school during the day and she's thinking about registering for something.

### Deliverables and outcomes

23. OTTER's *deliverables* are:
  - a. A structured and coherent collection of high quality, up-to-date OERs equivalent to at least 360 credits (Table 1) and in appropriate formats, with their relevant metadata, from 8 UoL departments, openly available through appropriate channels (item 17) for free use and repurposing, under an open licence and in perpetuity. The OERs originate from traditional disciplines as well as from BDRA (research to practice in learning technology), Staff Development and Student Support Services.
  - b. A sustainable model for the release of existing learning materials as OERs at team, departmental and institutional levels. UoL will be used as a case study and example including the wide range of institutional processes involved, internal partnerships and implementation through UoL's new Learning Innovation Strategy (likely to be accepted by the UoL Senate in July 2009).
  - c. Piloted processes to provide evidence for institutional policy changes and support for the release of open resources, with usable documentation for transferability.
  - d. A set of standards, processes and policies to support the continuation and extend the volume and quality of the release and dissemination of OERs by teams, departments and the university.
  - e. Evidence of use of the OTTER OERs, including user cases with feedback.
  - f. Guidance, documentation and check lists to support the release of future OERs.
  - g. A comprehensive OTTER interactive website.
  - h. Reports to the funders.
  - i. A minimum of two academic papers for submission to refereed journals and four conference papers presented within 18 months of the start of the project.
  - j. Three OER awareness-raising events involving UoL staff and students.
  - k. An end-of-project OER symposium, in coordination with JISC and the HE Academy.
24. OTTER's *outcomes* are:
  - a. An exemplar pilot process that will lead to extensive adoption of the concept and use of OERs in the future at UoL. Leicester's established research to practice, innovation to mainstream, pilot to scale capability has shown that a substantial and well-executed pilot is likely to lead to true transformation in the university.
  - b. Wider, improved institutional understanding of and commitment to the value of free OERs for promotion and positioning purposes in a global HE market, across all levels and categories of staff including senior managers, supporting its extensive distance and work-based learning marketing efforts.
  - c. Departmental and institutional awareness of OERs and associated process and benefits at UoL.
  - d. Departmental and institutional workflows for managing content and resources.

- e. Understanding of the limitations and benefits of different file formats for OERs by technologists at UoL.
  - f. Understanding of the advantages and pitfalls of different platforms for OER sharing to inform future institutional choices.
  - g. Articulation of mechanisms for search engine optimisation and resource discovery such as tagging.
  - h. Enhanced capacity across all disciplines involved in the generation and release of high quality OERs.
  - i. Strong evidence-based influence on institutional and sector policy on the future of OERs.
  - j. Improved staff commitment and motivation to engage in the collaborative development of OERs.
  - k. Increased satisfaction of future, current and past students through access to OERs.
  - l. A significant contribution to the learning and teaching, innovation, e-learning and widening participation policies and strategies at UoL.
25. OTTER offers exceptional value for money to the JISC/HE Academy OER programme, the UoL, the sector and learners (past, current and prospective). The team consists largely of experienced 'named candidates', committed to enable this innovation from a standing start to a large receptive audience. The evidence generated during the project, which will be actively disseminated beyond its conclusion, will have a strong policy-influencing impact locally and across the sector in terms of approaches, processes, benefits and sustainability of OERs.
26. In addition to this proposal, a bid called OTTER 2 has been submitted under the individual stream (Professor Annette Cashmore). OTTER 2 distinguishes itself from OTTER by the use of whole modules 'owned' by one individual within the Virtual Genetics Education Centre. However, in the event of both bids from UoL being funded, considerable added value will be achieved by the projects supporting and helping each other, and by the sharing of resources and institutionally contributed staffing.

## D - Workplan

27. Table 2 shows OTTER's Workpackages (WPs).

	OTTER Project: 30 April 2008 to 29 April 2009												
Workpackages and activities	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
<b>WP1: PROJECT MANAGEMENT AND SET-UP</b>													
Establish terms of reference, advisory & reporting structures, project planning. Staff recruitment and induction. <b>Outcome:</b> Steering Group and project meetings agreed. Detailed project plan. Project staff in post and inducted. Project website set up.													
<b>WP2: COLLECTION OF EXISTING DIGITAL MATERIAL FROM ALL PARTNERS</b>													
Partners provide digital content (Table 1). <b>Outcome:</b> Digital content collected and categorised. 'Gaps' identified and resolved. Project team have a clear sense of volume, complexity and requirements associated with materials.													
<b>WP3: CLEARANCE OF RIGHTS</b>													
Identification of external sources used by materials and third-party rights to be cleared. Clearance of rights. <b>Outcome:</b> Digital content 'clean' and legally ready for release.													
<b>WP4: FORMATTING AND STANDARDISATION</b>													
Content put into appropriate, accessible formats for reuse and repurposing. Addition of metadata. Interoperability/open standards (eg IMS Content Packaging). Tagging and other metadata. <b>Outcome:</b> Digital content technically ready for release.													
<b>WP5: VALIDATION WITH PARTNERS</b>													
Researchers/evaluators provide feedback on materials. Partners review, amend and sign off the resources. <b>Outcome:</b> Digital resources tutor-checked for release.													
<b>WP6: REALITY CHECK BY STUDENTS</b>													
Learners review and provide feedback on samples of materials. Materials amended accordingly. <b>Outcome:</b> Digital content 'reality-checked' for release.													
<b>WP7: RELEASE AND TESTING</b>													
Testing of JorumOpen. Publication of digital content and associated metadata on JorumOpen, Plone and other repositories (see item 17). Testing. <b>Outcome:</b> Digital content published and tested.													
<b>WP8: TRACKING</b>													



Name and positions	Remit and contribution
<b>Christine Fyfe</b> PVC, Student Experience and University Librarian, UoL	<ul style="list-style-type: none"> <li>• Chair of Steering Group</li> <li>• Overall institutional direction and engagement</li> <li>• Institutional OER policy and strategy</li> </ul>
<b>Louise Jones</b> Director, Library Services, UoL	<ul style="list-style-type: none"> <li>• Library strategy and service delivery, including overall responsibility for Copyright and IPR</li> </ul>
<b>Professor David Hawkrige</b> Emeritus Professor, Institute of Educational Technology, The Open University and Visiting Professor, UoL	<ul style="list-style-type: none"> <li>• Extensive experience of open learning and processes</li> </ul>
<b>Richard Taylor</b> Director of Marketing, UoL	<ul style="list-style-type: none"> <li>• Strategic implications of OERs for the marketing and positioning of UoL internationally</li> </ul>
<b>Helen Lentell</b> Director of Distance Learning Development, UoL	<ul style="list-style-type: none"> <li>• Strategy implications for UoL DL strategy and operations</li> </ul>
<b>Student representatives</b> named by the UoL Students Union	<ul style="list-style-type: none"> <li>• Student voices on OERs</li> </ul>
<b>Invitee from JISC or HE Academy</b>	<ul style="list-style-type: none"> <li>• Synergy with funders and sister projects</li> </ul>

**Table 4: OTTER Project Steering Group members**

### Sustainability

29. In a JISC-commissioned report, 'sustainability' is defined as "having a mechanism in place for generating, or gaining access to, the economic resources necessary to keep the intellectual property or the service available on an ongoing basis" (Guthrie et al, 2008: 10). The authors claim that there is no single approach to achieving sustainability with OERs. They recognise the difficulties involved, especially in projects where beneficiaries have completely free, open access to all digital content.

30. Creative approaches to sustainability are therefore needed. OTTER intends to pilot at least two:

- OTTER will influence university policy to ensure that future learning materials address copyright and IPR concerns, whether or not the resources are planned to be published in an open platform. The UoL Library already provides substantial support to enable academics to 'clear' their materials. OTTER will put systems, processes, motivation and support in place to follow the agreed process for all future materials development
- Tagging, publishing and linking to digital content within an open platform such as JorumOpen or UoL's open source *Plone* should not be harder or more time-consuming than uploading the same content to the institutional VLE. The OTTER team will work in collaboration with partners to encourage publication to open platforms rather than password-protected areas on a VLE. Resources can then be easily integrated with the other online components of the course through appropriate links. This translates into the effective integration of OERs into the partners' existing courses, and the use of existing OERs in the development of new ones.

31. OTTER will evaluate and model the above processes with a view to transferring them to other departments at UoL and for the benefit of the whole OER Programme.

### IPR

32. IPR is central to OTTER. A substantive amount of resource and expertise has been allocated to addressing and resolving the multiple IPR issues associated with OERs in the context of OTTER, such as 3<sup>rd</sup> party rights in existing digital resources.

33. All OTTER OERs will be released under suitable open licences. Depending on the discipline, context and type of OER, Creative Commons Licences or JISC Open Educational Licences will be used. In all cases, licences will permit free reuse and repurposing.

34. OTTER will deliver transferable models for teams, departments and institutions to understand and effectively address the complexities of IPR involved in the use of open digital content.

### Risk analysis

35. Table 5 summarises the main risks in OTTER and the planned mitigation.

Risk	P (1-5)	S (1-5)	PxS	Action to Prevent/Manage
Failure to recruit or absence/loss of staff	1	3	3	All bar one project staff are named candidates, with considerable experience of complex R&D teams. Interim staff available. Supportive team culture.
Lack of buy-in from partners	1	3	3	All partners voluntarily agreed to join OTTER. Some are already OER practitioners.
Inadequate technical support	1	4	4	Back-up support available from within BDRA and from IT Services.

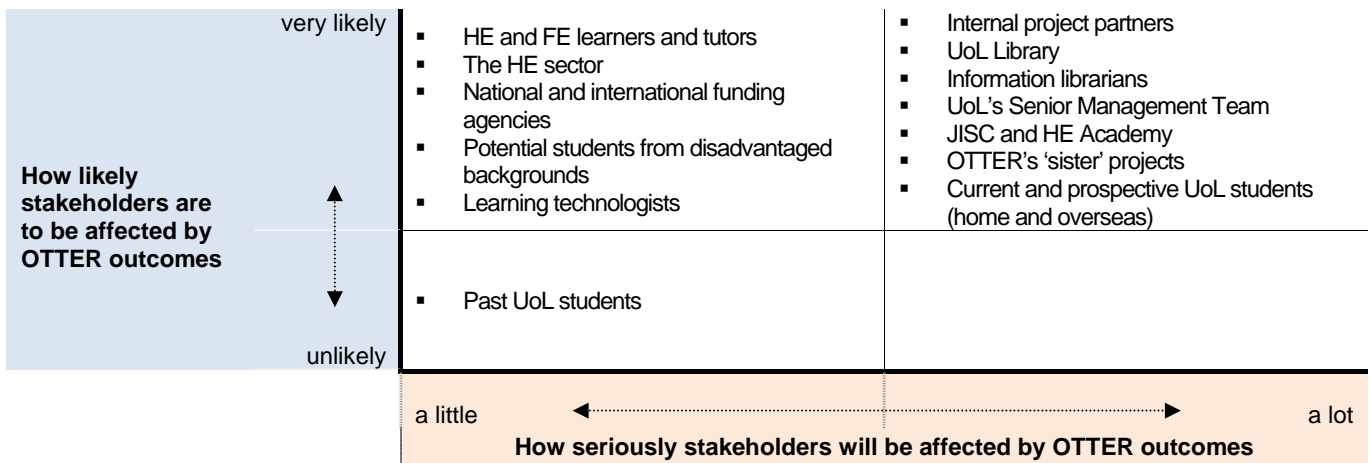
Unsuccessful clearance of rights within certain OERs	2	3	6	Significant commitment of resources to IPR and copyright clearance, supported by Senior Librarians (see Steering Group members).
Failure to enable wider adoption and scaling-up of models developed	2	3	6	BDRA is a leading research unit with a reputation for open worldwide dissemination. Excellent internal and external networks give the project team credibility to disseminate and evaluate experiences and findings. Strong Steering Group involvement to provide pragmatic project guidance and institutional positioning.

**Table 5: Main project risks and their mitigation (P = probability; S = severity)**

## E - Engagement with the community

### Stakeholder analysis

36. Since 2005-6, all project partners have actively engaged with the work of BDRA, the UoL Library, external institutions and with each other for the purposes of building institutional capacity in e-learning (e.g. through HE Academy-funded projects such as ADELIE, ADDER, and CHEETAH). OTTER provides a unique opportunity for enabling these and other key stakeholders to benefit further. The project is very strongly supported by the university at the highest level (item 7). Figure 1 maps OTTER's key stakeholders in terms of how they are affected by the outcomes of the project.



**Figure 1: stakeholder analysis**

### Dissemination

37. Dissemination will be far-reaching via a blend of face-to-face events and online methods (Table 6). BDRA has an exceptionally strong record of effective dissemination of all its externally-funded projects nationally and internationally. The main target groups are academics, information librarians, learning technologists, managers, administrators in HE and FE, and members of the JISC/HE Academy community.

Context	Indicative activities
Online	OTTER website from Day 1 to provide public visibility and project updates. OTTER presence on BDRA's Second Life island.
Location	The Media Zoos (physical, web and in Second Life) provide a focal point and an experimental space for the exchange and transfer of processes and outcomes. A graduate Student Zoo is planned during the life of OTTER.
Events (internal)	BDRA internal programme of workshops and seminars, library seminars and departmental events. Three 'OER awareness-raising events' involving Leicester staff and students.
Events (external)	<ul style="list-style-type: none"> <li>JISC and HE Academy project events</li> <li>Contributions to relevant discipline-based conferences</li> <li>Contributions to library and information services conferences in 2010/11</li> <li>BDRA annual conferences (January 2010 and 2011)</li> <li>BDRA external programme of open seminars</li> <li>Contributions to e-learning conferences nationally and internationally (e.g. ALT-C, EDEN, OnlineEduca Berlin)</li> <li>Contributions to the wider JISC and HE Academy programme of events</li> <li>National and international keynote speeches</li> <li>An end-of-project OER symposium, in coordination with JISC and the Academy.</li> </ul>
Journals	One article for publication in a suitable peer-reviewed journal (e.g. ALT-J, BJET).
Public policy	<ul style="list-style-type: none"> <li>Prof Salmon is a member of the HE Academy Council and Board</li> <li>BDRA leads a United Nations Community of Expertise in DL and mobile learning (UN-GAID)</li> </ul>

**Table 6: Dissemination plan**



<b>Estates</b> - at the rate [REDACTED] per 1.00 FTE ([REDACTED])	£33,773.85	£33,773.85
<b>Other</b>	£0.00	£0.00
<b>Directly Allocated Total (D)</b>	<b>£86,252.85</b>	<b>£86,252.85</b>
<b>Indirect Costs (E)</b> - at the rate [REDACTED] per 1.00 FTE [REDACTED]	<b>£194,069.70</b>	<b>£194,069.70</b>
<b>Total Project Cost (C+D+E)</b>	<b>£472,318.55</b>	<b>£472,318.55</b>
<b>Amount Requested from JISC is C + 20% of [D+E] =£191,996 + £56,064.51</b>	<b>£248,060.51</b>	<b>£248,060.51</b>
<b>Institutional Contributions</b>	<b>£224,258.04</b>	<b>£224,258.04</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC %</b>	<b>Institution %</b>
	<b>52.5</b>	<b>47.5</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No. of FTEs</b>	
A cumulative [REDACTED] FTEs has been used to calculate estates and indirect costs ( <i>Staff in italics not included as they are not members of Academic staff at the University</i> )	[REDACTED]	

## G - Previous experience of the project team

### 39. Project team members:

- a. **Dr Alejandro Armellini** is Senior Learning Designer at BDRA. He was the Principal Investigator for the HE Academy-funded ADDER project ([www.le.ac.uk/beyonddistance/adder](http://www.le.ac.uk/beyonddistance/adder)), has led on several externally-funded R&D projects at BDRA and has published in the fields of learning design, capacity building and institutional change in e-learning.
  - b. **Prof Gilly Salmon** is Professor of E-learning and Learning Technologies and Director of BDRA. She established the Media Zoo ([www.le.ac.uk/beyonddistance/mediazoo.html](http://www.le.ac.uk/beyonddistance/mediazoo.html)) and is PI for the DUCKLING and MOOSE projects (both funded by JISC). She has extensive experience of open learning and digital resources at the Open University and other UK institutions.
  - c. **Gabi Witthaus** is a Teaching Fellow in Education and experienced project coordinator.
  - d. **Dr Samuel Nikoi** has an Information Services background and has worked extensively in library-based projects both in Britain and overseas. He was the Research Associate on the WoLF (<http://moodle.lec.ac.uk/wolf/>) and IMPALA4T (<http://www.impala.ac.uk/impala4t/>) projects.
  - e. **Tania Rowlett** is currently Copyright and Course Pack Administrator at the UoL Library, with responsibility for checking copyright compliance for learning materials in print and electronic form.
  - f. **Simon Kear** is a Tutor in Politics and International Relations and has experience in curriculum design and tutoring. He is an experienced learning technologist.
  - g. **Dr Richard Mobbs** heads the team responsible for the University's central Web services, the Blackboard VLE, Plone and other e-learning services. He is a member of the University's E-Learning Committee, Web Strategy and PDP Working Groups.
40. The OTTER partners have ample experience in the production, release and successful reuse of OERs. For example, Dr Pam Rogerson-Revell (Education) already developed a set of OERs for the Language and Linguistics Subject Centre, available at [http://www.llas.ac.uk/materialsbank/mb081/page\\_01.htm](http://www.llas.ac.uk/materialsbank/mb081/page_01.htm). Archaeology, Law and the Student Support and Development Service already use OERs successfully as part of their provision.
41. Since 2005-6, BDRA has successfully run, disseminated and published on 13 externally-funded projects, which have provided evidence for institutional and sector policy on learning technology and innovation to practice.

## H - Supporting letter



University of  
**Leicester**

3 March 2009

David Kernohan  
Programme Manager, Institutional Strand OER Projects,  
JISC  
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**Christine Fyfe**  
**Pro-Vice-Chancellor**

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*Dear Mr Kernohan,*

**Re: Institutional Strand of HEFCE/JISC/HE Academy Open Educational Resources Grant  
Funding Call 14/08**

On behalf of the University of Leicester, I have pleasure in providing a letter of support for the proposed project known as **OTTER** for consideration under the Institutional Strand HEFCE/JISC/HE Academy's 'Open Educational Resources Programme: Call for Projects 14/08'.

The **Open, Transferable and Technology-enabled Educational Resources (OTTER)** project will pilot and evaluate systems and processes to enable individuals, teams, departments and institutions to release high quality open educational resources (OERs) for free access, re-use and re-purposing.

OTTER will contribute a body of high quality OERs, with associated open pedagogical content, from 8 departments at the University of Leicester. Equivalent to 360 credits, these OERs will be free to access online, use, adapt and re-purpose under an open licence, and will be particularly valuable to academics, past, current and future learners, funding agencies and professional organisations in the relevant fields worldwide.

The project will make extensive use of learning technologies and maximise the affordances of the JorumOpen platform and Leicester's institutional repository. OTTER will inform institutional and sector policy on the release of existing digital content as OERs. The outputs of OTTER will be disseminated widely across the sector and internationally well beyond the life of the project.

The project will be implemented by our Beyond Distance Research Alliance, an international research centre led by Professor Gilly Salmon (Professor of e-Learning and Learning Technologies), working closely with members of staff from the University Library; the Schools of Archaeology and Ancient History, Education, Law and Psychology; the Department of Politics and International Relations; the Staff Development Centre and the Student Support and Development Service. The Beyond Distance Research Alliance is a strong, highly qualified and experienced research team that has delivered a number of previous projects successfully.

The project will be managed by Dr Alejandro Armellini of the Beyond Distance Research Alliance and supported by senior members of University staff, at Pro-Vice-Chancellor level and the Directors of Distance Learning Development and Marketing. Several of them will also be representing the project and the University in specific programme support made available by JISC Services to enable evaluation, embedding, communication and sharing of the project's findings.

On 5 February 2009, the Vice-Chancellor's Advisory Committee explicitly endorsed the OTTER project at Leicester. If funded, the project will provide the evidence for the establishment of institutional strategies that will enable us to fund and sustain other institution-wide OER initiatives.

I fully support this application and I hope that you will be able to fund it.

Yours sincerely

A handwritten signature in black ink that reads "Christine Fyfe". The signature is written in a cursive, flowing style.

Christine Fyfe, BA, MA, MBA

Pro-Vice-Chancellor

## References

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