

Project Acronym: Ripple
 Version: 0.3
 Contact: Lisa Mansell
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Project Document Cover Sheet

Project Information			
Project Acronym	Ripple		
Project Title	Ripple: OER Cascade		
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Lead Institution	University of Oxford		
Project Director	Peter Robinson		
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Partner Institutions	Oxford Brookes University Harper Adams University College		
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0.1	16/09/2010	Draft sent to PI for comments	
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JISC Project Plan

Overview of Project

1. Background

The **University of Oxford** has an impressive track record of making content publicly available. The University has over 1300 audio and video podcasts available through iTunesU (<http://itunes.ox.ac.uk>) and its own web portal (<http://podcasts.ox.ac.uk>). Since its launch in October 2008, material has been downloaded over 3.7 million times. As part of the HEA/JISC OER Programme the University launched OpenSpires (<http://openspires.oucs.ox.ac.uk>), which released over 300 audio and video media items as OER during the 1-year pilot project, providing over 180 hours of lectures, interviews, panel discussions and seminars free for reuse and redistribution by anyone around the world for non-commercial purposes. Over 150 University of Oxford academics and visiting speakers willingly gave their material and released it under a Creative Commons licence. OpenSpires OER release processes were successfully transplanted into the University's podcasting activities, meaning that the release of OER material is continuing after the official end of the OpenSpires project.

To promote the sharing of effective practice and to ensure that the lessons learned help to inform the strategies developed at other UK HE institutions contemplating OER release, the team responsible for the successful delivery of OER from Oxford will provide expert support, guidance and training to two partner institutions, Harper Adams University College and Oxford Brookes University, who are not currently involved in Open Educational Resources (OER) release. We will help these institutions to understand their own institutional implications, investigate local solutions for sustainable OER release, develop effective engagement and dissemination strategies which will engender a culture of openness, and aim to release some of their teaching and learning materials under a Creative Commons licence.

Our first partner, **Harper Adams University College**, is a specialist institution focused uniquely on the land-based sector. The institution therefore has very close links with the land-based industries and their associated supply-chains, not only as a significant source of capable graduates to these industries, but as a key player in the research and professional development frameworks for them. The release of high-quality industry-pertinent OER materials, attributed to the institution and readily discoverable by both industry players and potential industry entrants, makes a clear statement of leadership and capability to this key audience.

A growing body of staff at Harper Adams are now recognising the ready capability of the internet to allow their own discovery of materials (from a rich variety of media) which enhance their teaching. Along with this growing awareness comes the perception that in each of the universities and colleges where their subject is taught, (for example, the 30 UK Landex colleges) there must be other staff struggling to generate the same engaging learning experiences on similar topics, under similar workloads, time and budget constraints. It makes abundant sense to them that a mechanism for

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sharing of resources is valuable, and that a "can do" approach to their guidance in constructing them and experimenting with them yields more engagement than the often "can't do" constraints of their past ICT culture and experience.

Our second partner, **Oxford Brookes University**, is a medium-sized, research-informed teaching university with a longstanding reputation for the quality of its teaching. It has extensive experience in the use of learning technologies to enrich the learning experience both on and off campus. In 2009, aware of the need to rationalise the use of its digital assets, Brookes launched its institutional repository, called RADAR (Research Archive and Digital Asset Repository, <http://radar.brookes.ac.uk/radar/access/home.do>), which originated in the JISC-funded CIRCLE project (<http://www.jisc.ac.uk/whatwedo/programmes/reppres/sue/circle.aspx>). Designed to underpin the University's research-informed teaching approach, RADAR is a "blended" repository that contains both research outputs and learning materials, in a wide range of formats, including datasets and multimedia, as well as text.

RADAR is fully integrated with the University's VLE, allowing staff to search for and create seamless links to items in the repository without leaving the environment of the VLE. It is centrally developed and supported by a cross-disciplinary team of information specialists and systems developers in the Learning Resources Directorate.

Open collections are fully supported and areas suitable as OER include:

- the University research archive (including anything from a journal article to a video of an art installation)
- photographs, graphic images, diagrams and cartoons
- audio-visual clips and graphic animations
- outputs from research projects.

2. Aims and Objectives

The project will concentrate efforts within three broad areas:

1. By providing a package of support to the partner institutions we aim to get them to a state of readiness for more widespread OER release. The focus will be on providing a safe environment in which the partners can fully explore the issues which are relevant to their institutions and any barriers that they face.
2. To share and openly disseminate the learning materials relating to OER release which are generated during this project for the benefit of the wider community, including case studies from the partner institutions which will document their learning journey. Oxford University will share the knowledge gained through our experience of providing support, what worked and what did not, so that the wider community can learn lessons from our approach.
3. For the partners to achieve some small-scale OER release by testing the processes and policies developed during this programme of support. By working collaboratively, partners will aim to aggregate their OER content and work together in discrete subject areas.

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Ripple will seek to communicate the lessons learned through OpenSpires to our partner institutions and more generally to the UK educational community via our podcasts and documentation. We hope that by synthesising our past experiences and training with the new experiences we will gain through supporting two very different institutions as part of this project, a more robust and useful series of materials will be produced. In particular, the IPR challenges and models for organisational engagement are likely to be greatly enriched by the varied experiences of the differing institutions. By focusing the training workshops on participation and sharing, all three partners will benefit from exploring the different institutional cultures and potential solutions to individual issues.

In the interests of possible future efficiency gains, Harper Adams is newly engaged on a short programme for fast-track enablement of a greater variety of e-learning experiences for its students. This focusses partly on supporting the largest undergraduate groups by 'e-enabling' otherwise repetitive seminar activities, and by identifying and building key resources and frameworks which have commonality across several modules.

To achieve this, a set of 30 modules and about 25 associated academic staff have been identified, who are now being supported in identifying and developing suitable online-enhanced and blended learning experiences. The staff already engaged in this programme have shown ample willingness and intention to release many of their e-learning outputs for open access as OERs, with the guidance and assistance of the support team to smooth the path and establish a clear and robust workflow process and practices.

In addition to the specific deliverables specified under Outputs, Oxford Brookes seeks to achieve the following aims:

- To draw up policy and investment recommendations for enhanced open podcasting and video streaming services across the University.
- Leverage related OER initiatives (e.g. links with OER projects at two Subject Centres: Business, Management, Accountancy and Finance, and Hospitality, Leisure, Sport and Tourism) to explore data harvesting and federated searching of other open access resource collections and repositories via RADAR.
- Accelerate the actuation of expressions of interest in OER from a number of departments, including Health and Social Care, Business, Hospitality, Leisure, Sport and Tourism and Electronic Publishing.
- Increase confidence in OER through consolidation of support services and guidance.

3. Overall Approach

3.1 Methodology

Using the experience gained during the OpenSpires project, the involvement of external experts when required, and the use of other published materials and toolkits, the Ripple project will deliver:

- A series of collaborative workshops, covering key issues related to sustainable OER release enabling the partners to establish their own processes and undertake the work necessary to release their own materials as OER. Each workshop will have follow-up work and outcomes for the partners to deliver. Evaluation will be undertaken after each workshop to assess achievement of learning outcomes, appropriateness of the content and value to the programme. By sharing these evaluations in the final report and summaries in the project blog, the wider community will learn from our collective experience of cascade.

- A series of online support sessions, responding to the individual needs of the partner institutions and checking on the outcomes from the workshops.
- Sets of training materials (handouts/powerpoints/audio recordings/pdfs) for reuse based around workshop sessions, released for the benefit of the wider community on the project website.
- Pertinent case studies from the partner institutions documenting their learning journey and evaluation of their project achievements.
- A Ripple-moderated and facilitated project blog which will capture key issues and lessons learned during the project as well as insights from the project partners. Again, this will allow the wider community to engage in our approach and make their own assessment of which approaches offer the best outcomes. The project will also have a wiki to allow all partners to capture text under specific topics which will inform the final report and case studies.

These elements will deliver specific, tailored support primarily designed to increase knowledge in the partner institutions whilst also producing a series of outputs which will be released openly for the benefit of the wider community. Topics and content for the workshops will be developed in consultation with partners to ensure that the support is tailored to the areas of greatest need. Partners will also be encouraged to suggest the agendas for the online support sessions so that they are focussed on areas of particular concern.

3.2 Important issues to be addressed

3.2.1 How will we deal with the different culture of the partners?

The project team is aware that the experiences and institutional culture will be different within all three partners and we will not imply that our methods and approach are the only ones which will achieve success. External speakers will be invited to ensure a breadth of coverage and to provide examples from other institutions involved in OER release. The format of the workshops and the online support sessions will be participative to encourage discussion of the issues which most affect the supported partners. Partners will contribute sessions to the workshops and one workshop will be hosted by Oxford Brookes, again to emphasise the shared learning experience. Other resources will be called upon to give further examples and best practice guidance, for example the JISC OER Infokit (<https://openeducationalresources.pbworks.com/>). The project blog and wiki will also enable discussion of key issues between project partners and facilitate the sharing of experiences and exchange of knowledge.

The issues to be overcome by each institution may have elements which are unique to that institution, but the broad themes surrounding OER release such as IPR, culture change, academic engagement, dissemination etc., are common amongst all institutions wishing to explore OER release. By sharing our experiences, and those of other institutions we have made links with during the pilot programme, we can offer solutions which may be tailored to individual needs.

3.2.2 Working with partners

Working with partners who are external to your organisation and who have other demands on their time can be challenging to project delivery. To minimise the risks of this, each partner institution has identified a project lead who will be responsible for day-to-day communication and for ensuring that any actions are completed to agreed timelines. A Project Board will be established made up of senior staff from each of the partner institutions to act as champions for the project. Any significant issues putting the project deliverables at risk will be escalated to this Project Board for resolution.

3.3 Scope and boundaries of the work

In scope:

- Provide support in the form of workshops and online meetings.
- Make recordings of presentations available and released as OER on the project website.
- Project partners will aim to release OER resources as specified in Project Outputs.
- Share our experience of the cascade programme with the wider community through the project blog, evaluation and the final project report.

Out of scope:

- Support in the form of answering daily email queries from partners will have to be minimised due to the limited staff resources available. It is hoped that queries can be focussed around the events and follow-up sessions to ensure the best use of resources available at those events.
- The project will not use the funding to support further release of OER materials through OpenSpires.

3.4 Critical success factors

- That each partner can participate fully in the programme of support offered by Oxford.
- That the events are sufficiently supportive to both partners whilst acknowledging that there will be cultural and operational differences within each institution.
- That each partner can address local IPR issues and use an appropriate licence which satisfies the needs of the programme and their own institution.
- That each partner has a repository suitable for releasing OERs.
- That each partner can bring about some level of culture change within their institution and that they are able, through this project, to establish 'OER advocates'.

4. Project Outputs

The main deliverable of the Ripple project will be to increase the knowledge of institutional OER release within the partner institutions, and, by sharing the outcomes of the project with the wider community through JISC, increasing OER literacy more generally within HE. Specific deliverables are listed below.

4.1 Deliverables under the specific management of the University of Oxford

1. **Training workshops.** One half-day start-up meeting, discussing the programme of events and initial queries from the partner institutions. A series of five 1-day collaborative workshops, primarily hosted by Oxford University Computing Services in one of our training rooms. One workshop will be hosted by our partner Oxford Brookes University. Each event will focus on a specific area of OER release and will feature some presentations but will mainly encourage participation and active learning. Partners will have tasks and outputs which they will deliver following each workshop. Suggested workshop topics:
 - Getting started – workflow/process/fast-tracking development of material/initial discussions about licensing;
 - Academic engagement/rewards and recognition/impact on academic practice;
 - Managing legal issues/copyright and IPR/policy changes;
 - Metadata/repositories/cataloguing/aggregation of material;
 - Business models/marketing/dissemination and communication strategies.

The project team will source expert external speakers where required to encourage examples from outside of Oxford. To offer a complete package of support throughout the life of the project, we propose to run the events on a six-weekly rotation.

2. **Support sessions.** Five support sessions which will allow the partner institutions to bring questions to the Oxford team, allowing for more targeted support on specific issues. These sessions will be scheduled to run in between the workshops and could be run via Elluminate (a web conferencing system designed for online learning) to minimise travel to and from the partner institutions. The agenda for these support sessions should be driven by the partner institutions and will focus on areas which are of particular concern, but also check on progress of specific workshop deliverables.
3. **Event documentation and support materials.** Each event will be written up to capture key issues, questions and responses from the day and slides provided on the project website. Any other materials produced for or at the workshops (handouts, PowerPoints, audio recordings, pdfs) will be provided on the project website and also on the project wiki. This will provide partner institutions the chance to reuse the materials with their wider team or to use them as part of their own training activities, but also has the added benefit of providing open materials for reuse by the wider community.
4. **Project blog and wiki.** A project blog and wiki will be set up to capture key issues and lessons learned during the project as well as insights from the project partners. These will capture discussions and content which will inform the content of the final project report and will also provide a forum for the wider community to engage in our approach and make their own assessment of how to achieve the best outcomes when attempting institutional OER release.
5. **Evaluation.** There will be formative evaluation of each training event to check the achievement of learning outcomes and to assess the quality of the content and approach. This will inform future events and will enable changes to be made between events if it is thought that improvements can be made. There will also be a summative evaluation at the end of the project to assess outcomes, impact on the community and the overall achievements against the projects aims and objectives (see Evaluation Plan)
6. **Project documents**
 - a. Project plan and budget
 - b. Work package plan
 - c. Interim report
 - d. Monthly project reports for OUCS management team
 - e. Final project report for JISC and the wider community, summarising the project achievements, outputs, lessons learned, impact, and any recommendations for the future.

4.2 Partner-specific outputs

Each partner institution will document their learning experience in a case study. A format will be suggested and it is anticipated that these documents will share their experiences, institutional issues, barriers and successes and also an evaluation of the training workshops, how these have influenced their activities and how their own training and dissemination efforts within their institutions have succeeded.

4.2.1 Harper Adams University College

Typical materials planned to arise from the e-learning development programme at Harper Adams (and now in early active development) which will be targeted for release as OER include:

- laboratory techniques and skills (approx. 12 - 15 standard practical techniques for microbiology, mostly annotated video);
- rich-media-enhanced frameworks for crop, seed, weed, pest etc. identification;

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- rich media-enhanced frameworks for explanation and practice of standard arithmetical techniques, such as fertiliser calculations, cash flow and break even analyses, etc.;
- video-enhanced case study and action research guidance;
- timeline frameworks for crop production and animal production decision-making resources.

The OpenFields online library (<http://www.openfields.org.uk/> an open-access multi-institution shared-service repository platform recently developed at Harper Adams, originated with HEFCE funding) is seen as a key dissemination platform form for these OER materials, and the development of a co-deposit route to OpenFields and Jorum Open is in preparation. Further discoverability pathways through syndication of OpenFields content through iTunes, Xpert and other OER discovery services is in active development with the OpenFields team. The focus on the OpenFields platform for initial OER release is to gain exposure to the land-based industries as well as other academic institutions.

4.2.2 Oxford Brookes University

Through their involvement in Ripple, Oxford Brookes plan to release two key collections as OER:

- 1) Primate Conservation Image Archive and teaching resources – Prof Simon Bearder and Mandy Archer

The MSc Primate Conservation Programme at Oxford Brookes University is the only course of its kind anywhere in the world. Dr Charlotte Uhlenbroek, the broadcaster and conservationist, says of it: "The Oxford Brookes Primate Conservation Programme is a fabulous resource, providing training for the next generation of international conservationists." Through fieldwork in remote areas, staff and students on the programme continue to amass photographic images of endangered primates and their habitats which are of considerable scientific value and universal appeal. Increasing the accessibility of this collection by releasing it as OER in the institutional repository (RADAR) will benefit the international conservation community as a whole and in particular may encourage potential students from countries whose rainforests and primate populations are most at threat.

- 2) Religion and Theology Resources – Dominic Corrywright and Tom Cosgrove

Material is currently being developed (text, audio and video) that is intrinsically relevant to many subject areas. For example materials regarding Greek and Roman philosophical and religious attitudes to sex and death, designed for students of philosophy, theology and study of religions, are of value to and already used by students of anthropology, sociology, and culture and media.

The kinds of resources to be made available fall into two types: 'tools' and 'content':

- *Tools* - Disciplinary 'tool' sets are in development which will help inform study of approaches to universal themes, such as religion, ethics or criticality, from a variety of disciplinary perspectives - psychological, anthropological, sociological, phenomenological. For example, materials on ethical questions, such as the treatment of animals, abortion and euthanasia in multi-ethnic society, are of value to students of Law. A learning object on criticality - how do I stand in a critical relationship with my subject? - intended for students of theology and philosophy could be adapted to any subject area.
- *Content resources* - As well as epistemological tools, resources for specific content areas will be made available in a range of formats, from video recorded lectures and audio recordings of conference papers to module learning tasks such as exercises and readings focussing on a particular theme.

5. Project Outcomes

This project will bring two very different HE institutions not previously involved in OER release to a position where they feel empowered to pursue larger scale OER release in the future. By participating in Ripple these institutions will be able to put into place policies, processes, and dissemination and communication strategies which will enable them to achieve a transformation of the attitudes towards OER release in the future. By pursuing some small-scale OER release during the project, each institution will demonstrate the advantages of OERs to their academic and student communities, stimulating future interest and involvement. Collaboration between the partners on materials in subject areas of mutual interest will foster future relationships.

As part of Harper Adams e-learning development programme it is anticipated that, in most cases, the staff involved are keen not just to engage as 'content contributors' but to skill-share and co-develop, as they gain in confidence with the tools and environment. As these development activities proceed, it has become pleasingly evident that self-appointed 'e-learning champions' and OER advocates are now arising in each of the five faculties, and this is providing a self-selecting cohort of future OER literates to keep momentum going amongst their peers.

The OpenFields library developed at Harper Adams contains three principal material types, Open Learning Materials, Research Papers, and Technical & Business Information, and institutional sub-collections are visible at departmental and author level (as well as by subject). This effectively places the generation of OERs in the same 'league table' as the generation of Research Papers in terms of open-access visibility and potential impact, and thus contributes to a key cultural shift in enhancing their perceived value.

Oxford Brookes University believe that partnership with the University of Oxford will accelerate development and help to address issues of rights ownership, data classification for storage, retrieval and harvesting, sustainability and dissemination. It will also help Oxford Brookes to model a sustainable approach to further institutional OER release.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
JISC & HEA	Programme Managers and funders	High
Partner institution 1 – Oxford Brookes University	Project partner	High
Academics contributing ('champions')	Contributors	High
Academics not contributing	Observers	Medium
Technical team (e.g. Repository Manager)	Partners	High
Students	Potential users	Low
Partner institution 2 – Harper Adams University College	Project partner	High
Academics contributing ('champions')	Contributors	High
Academics not contributing	Observers	Medium
Technical team (e.g. Repository Manager)	Partners	High
Students	Potential users	Low
Other projects in OER phase 2	Interested in project outputs, sharing knowledge and expertise. Interested in	Medium

	attending workshops	
Wider HE community, JorumOpen, SCORE, OpenCourseware, OpenLearn CC commons	Interested in project outputs, sharing knowledge and expertise	Medium
Director, OUCS	Institutional interest	High
OUCS Training Unit	Project partner (supplier of training facilities)	High
University of Oxford departments and academics involved in content release	Institutional interest, may use project materials released as OER to increase their own knowledge	Medium

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing recruitment difficulties	1	4	4	Staff from the OpenSpires project will still be in place when this project starts and they will be taking on the project roles for Ripple, therefore there should be no delay in starting the project due to recruitment difficulties. If staff leave coverage is possible as the project is based in the large central computing services, OUCS, with support from other experienced project managers.
Organisational (OUCS)	1	3	3	Oxford University is already committed to OER release and processes are embedded within standard procedures. The project team has significant experience in project management, OER release, legal issues and technical issues and are therefore well placed to offer support to partners.
Failure to keep to budget /schedule	1	4	4	Project management processes are in place to regularly monitor objectives, work packages, budget and schedules.
Lack of organisational buy-in (partners)	3	4	12	Partners have been involved in the development of this project plan and support its objectives. Ripple staff have experience of building productive relationships with project partners and will manage this risk carefully, whilst acknowledging that certain organisational issues within a partner institution are outside of the project team's control and influence. Project champions will be identified at each partner institution.
Failure to run training workshops successfully	1	3	3	The project team are very experienced in running training events (through teaching, the OpenSpires and Steeple project, and organising annual ICT conferences) and can call on extensive experience within the Learning Technologies Group at OUCS for additional guidance on effective delivery of training objectives.

Cultural differences between partners	4	3	12	Collaborative working at events, sharing of experiences and knowledge (from external experts as well as project partners), support to establish policies and processes which meet the partners individual needs
Legal (IPR,licensing)	3	4	12	The project team are very experienced in the legal issues related to OER release and have a project team member who can provide specific support and guidance to partners. Additional guidance/best practice can be found in the JISC InfoKit

8. Standards

The delivery of support as outlined by the Ripple project does not use any defined standards. Best practice will be observed when delivering workshops etc, ensuring that tasks are designed to put theory into practice. Any standards to be used by the partners will be explored as part of the project.

9. Technical Development

Again, the technical developments will be explored by the partners during the life of the project and reported upon in the Case Studies.

10. Intellectual Property Rights

Any recordings of presentations at the training events will be released as OER using the Oxford University's standardised legal form which was developed for the OpenSpines project (<http://openspires.oucs.ox.ac.uk/report/>). This form allows content owners to make their material open under a Creative Commons licence (<http://creativecommons.org/about/>). These recordings and other event materials will be made available through the project website to maximise the benefit to project partners and the wider community.

It is proposed that any OER released by project partners during the course of the project will be released under a similar Creative Commons licence, and information on these licences will be covered in training workshops.

Project Resources

11. Project Partners

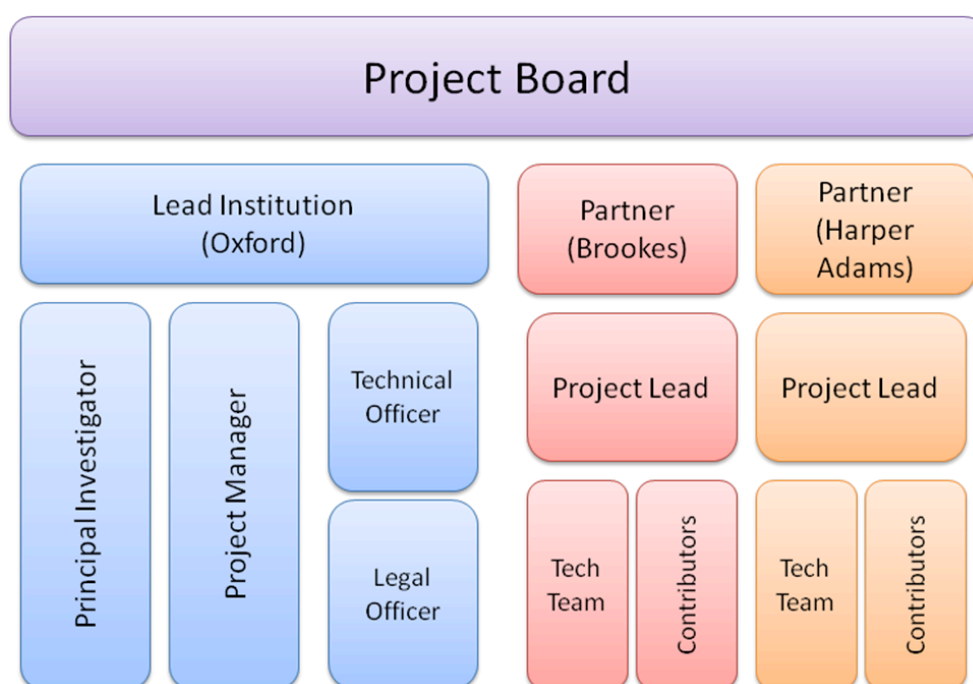
Partner 1: Oxford Brookes University
Role: Partner to be supported through the project activities
Main contact: Richard Francis, Head of eLearning

Partner 2: Harper Adams University College
Role: Partner to be supported through the project activities
Main contact: Roger Greenhalgh, Information Manager for the National Rural Knowledge Exchange

A consortium agreement will be signed and a copy provided to the JISC Programme Manager by 10th December 2010.

12. Project Management

The project management framework is based upon the lead principal investigator steering the project, with day-to-day management and co-ordination by the Project Manager at Oxford. Project partners will nominate a project lead as the primary point of contact throughout the life of the project and this person will have responsibility for the project deliverables assigned to project partners. The rest of the Oxford-based project team will provide support and expertise at the project events and support sessions and will attend weekly project meetings. A Project Board will be established to include senior figures from management within each institution and will serve to set the institutional context for the operation of the project and to act as champions for project. It is anticipated that the Project Board will meet at least twice during the life of the project and will act to resolve any issues which are referred to them by the project team. A 'critical friend' will be recruited from the UK OER community and will be invited to attend workshops.



Project meetings will be in line with the Oxford University Computing Service's project methodology, which is overseen and supported by the OUCS project support team (PST). Midway through any project all OUCS projects' exit/sustainability plan are reviewed by the user support team (UST) to assess the impacts, benefits, and value of the programme in the broader context and to stimulate the community of users at Oxford.

Project Team

Name	Role	Email	Telephone
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Carl Marshall (0.1 FTE)	Technical Officer, OUCS	Carl.marshall@oucs.ox.ac.uk	01865 283375
Richard Francis	Lead at Oxford Brookes	rafrancis@brookes.ac.uk	01865 484470
Roger Greenhalgh	Lead at Harper Adams	rgreenhalgh@nationalrural.org	0870 4462759

Project Board

Melissa Highton (Head, Learning Technologies Group, University of Oxford)
Professor Peter Mills (Vice-Principal, Harper Adams University)
Senior representative from Oxford Brookes University (to be confirmed)

13. Programme Support

In order to offer the best quality of information at the training workshops, the project would like to invite specialist speakers from JISC as required, for example JISC Legal. Specific advice may also need to be sought by the partners on legal issues.

We would welcome assistance in national dissemination activities which will keep OER high on the HE agenda in times of funding cuts.

We would like to receive regular updates and the opportunity to share experiences with the other projects in the Cascade strand.

14. Budget

See Appendix A.

Staff - The majority of the costs for this bid are staff related: Project Manager (G8); Legal Officer (G8) and Technical Support (G7). An additional cost is the Principal Investigator role.

Training workshops – The costs include room hire, any external speakers, catering, travel for delegates, and accommodation if required. One workshop will be hosted by Oxford Brookes.

Travel and expenses - The costs for travel and general expenses includes project team and partner members attending programme meetings, events and conferences.

Consultancy & Case study (Brookes) – An allowance is made to Oxford Brookes to compile the OER and a relevant case study.

Consultancy (Oxford) - A further allowance is allocated to Oxford University to cover the costs of an OER 'Critical Friend' who will attend some workshops.

Hardware (Brookes) – Podcasting hardware for media work at Oxford Brookes.

It should be noted that Harper Adams has not requested specific financial support for their involvement in this project.

Detailed Project Planning

15. Workpackages

See Appendix B.

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
After each event	Training workshops content & format	Is content appropriate, good quality and delivered effectively?	Evaluation of events (questionnaire)	Level of satisfaction scores satisfactory or higher
Throughout the project	Documentation	Is content appropriate, good quality and delivered promptly?	Feedback from partners	Good feedback, low numbers of errors
End of project	Small scale OER release achieved by partners	Have partners achieved OER release using sustainable systems and an adequate license?	Quantity and quality of OER released at the end of the project	Processes in place, licenses used and accepted, items within repositories and JorumOpen
End of project	Impact of Ripple support	Did the programme of support achieve its aims?	Summative evaluation in final report. Evaluation by partners in their case studies	Partners achieve OER release which will continue into the future, tangible change achieved
End of project	Increased knowledge/OER literacy of key personnel at partner institutions	Has the programme of support enabled the partners to increase awareness of OER locally?	Focus groups/survey at partner institutions	Number of contributors releasing OER or engaged in OER release
End of project	State of readiness achieved	Are the partners ready to achieve more widespread OER release in the future? Are content creators supported in making informed choices? Can materials be organised in ways to improve resource discovery? Can materials be managed in an efficient & cost effective way? Have sustainable process been put in place as a result of this project?	Summative evaluation in final report. Evaluation by partners in their case studies	Partners have successfully released OERs, and have a strategy in place for future OER release within their institution

17. Quality Plan

Output	Training workshops				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct-May	Fitness for purpose	Feedback & evaluation by attendees	Positive feedback	Principal Investigator, Project Manager	Evaluation forms
Output	Event Documentation & training materials				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct - Jun	Accuracy	Peer review	Positive feedback	Project Manager	
Oct - Jun	Usability	Feedback by Partners	Positive feedback	Project Manager	
Output	Recordings of presentations				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct-Jun	Usability and accessibility	Review by staff	Recording is good quality and can be accessed from the project website	Technical Officer	
Output	Case Studies (Partners)				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Aug	Relevance and usefulness	Peer review	Positive feedback	Partner leads	
Output	Project documentation				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Sep - Aug	Relevance and usefulness	Peer review, feedback from partners and JISC	Positive feedback	Project Manager	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
By Dec 2010	Project talk	OUCS	Raise awareness	Information about project
Oct 2010 – Aug 2011	Project website	All partners, JISC, wider HE community	Dissemination of project outputs, reports, news of	Information about project and OER release more

			events	generally
Oct 2010 – Aug 2011	Project blog	All partners, JISC, wider HE community	Project updates, insights, feedback on events	Project updates and communication
Oct 2010 – May 2011	Training workshops	Partners	Support, guidance	Successful institutional OER release
Oct 2010 – Aug 2011	Recordings and documentation from training workshops	Partners, JISC, wider HE community	Support, guidance, awareness-raising	Successful institutional OER release
Oct 2010 – Aug 2011	Conference presentations	Any conferences project team are invited to speak at	Raise awareness	Information about OER generally and the project
End of project	Case Studies	JISC, wider HE community	Capture the partner's experience of the programme of support offered	What worked and what could have been improved, state of readiness
End of project	Final project report	JISC, wider HE community	Disseminate project achievements, lessons learned, recommendations	Were objectives achieved?

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Project website	Project webpages, blog, documents and podcasts to be hosted by OUCS for 3 years	Archive via JISC and locally
Training workshops	Capture presentations as podcasts and make available on project website.	See above
Workshop documentation & training materials	Make available on project website. Release as OER as appropriate to enable use by wider community	See above
Case studies	Make available on project website. Release as OER as appropriate to enable use by wider community	See above
Project documentation	Make available on project website and via JISC	See above
OER released by partners	Make available via project website, JorumOpen and institutional repositories under the appropriate CC licence	Archive via JISC and respective institutions

Project Acronym: Ripple
Version: 0.3
Contact: Lisa Mansell
Date: 20 Oct 2010

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Workshop documentation and other materials	Training materials suitable for use in other institutions implementing OER release	Will appear on project website for 3 years, could also feature within the JISC OER Infokit	
OER released by partners	OER available for reuse, repurposing and redistribution	Released under CC licence	

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages