The Higher Education Academy (HEA)/JISC Final Report

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JISC Final Report

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Programme Phase 2

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1   Acknowledgements

The Ripple project was part of the Open Educational Resources (OER) Programme Phase 2, funded by the HEA/JISC.

The project team would like to acknowledge the help and support of the following people:
- Members of the JISC OER Programme team, particularly Heather Price, Maggie Stephens, David Kernohan and Helen Beetham.
- Our project partners: particularly Richard Francis at Oxford Brookes University and Roger Greenhalgh at Harper Adam University College.
- Members of the Project Board, Project Team and other colleagues within Oxford University Computing Services: Melissa Highton, Peter Robinson, Rowan Wilson, Carl Marshall, Judy McAuliffe, Melanie Tritz, Chris Smith, Patrick Lockley.
- Invited speakers at the Ripple workshops: John Robertson (CETIS), Ben Hawkridge (OU), Professor David Morris (University of Coventry), David White (TALL, Oxford University), Carolyne Culver (Public Affairs, University of Oxford), Dr Helen Walkington (Oxford Brookes University), Marion Waite (Oxford Brookes University), Steve Burholt (Oxford Brookes University), Dr Laura Novo de Azevedo (Oxford Brookes University), Tom Cosgrove (Oxford Brookes University), Dr Emma Smith (University of Oxford), Dr Peter McDonald (University of Oxford).
- The Ripple workshops were based on a model which had proved successful in other JISC/OUCS projects, for example RunCoCo.

2   Project Summary

The Ripple project was a successful initiative to support two partner institutions, enabling them to explore the issues, processes and policies for OER release. Using a workshop-based approach involving a broad range of experts and enthusiasts Ripple provided the opportunity to engage in wider partnerships, empowering participants to develop their own vision.

Key achievements of the Ripple project
Five workshops successfully delivered covering key aspects of OER release
Unique reusable OER training resources from workshops released for the benefit of the wider community:
• 18 videos from key speakers
• 19 audio recordings of presentations
• 14 other workshop documents to support OER training
• Five workshop reports on the project blog
• Five workshop evaluation reports
Four instructional videos released in an OER toolkit for reuse and remixing
15 collections released as OER by our partner institutions

Ripple has 'made a difference' and brought our partners to a state of readiness for more widespread OER release:

> *"it has given us huge confidence at this end" "The name of the project is very apt – it is like throwing a stone into the pond and seeing the ripples bouncing back and forth… Many more ripples have gone out than I can name here…"*
> Harper Adams Lead
>
> *"We were right not to think of it as a project to produce OER, but to stimulate the process. The value lies in direct influence on infrastructure and processes… The project has accelerated the pace of development both on workflows and infrastructure for wider scale release of OER… The main way has been learning from others – a range of experts through the workshops who have been through this process – not only Oxford but also the Open University, Coventry, etc."*
> Oxford Brookes Lead

Promoting the sharing of good practice and staff training was seen as the key project engagement activity – 'The Ripple Effect' – and it reached a large number of staff. The collaborations and working alliances that have been developed through Ripple will last beyond the life of this project.

3 Project Outputs and Outcomes

Output / Outcome Type	Brief Description and URLs
Workshops	Five 1-day collaborative workshops focusing on specific aspects of OER release: 1. Getting started – barriers, drivers, building a business case, copyright and IPR issues, workflows 2. Born digital and born usable – technical aspects of OER release, repositories, discoverability, tracking 3. In it to win it – institutional communications and marketing strategies, using social media for 'broadcast' and 'conversation' 4. Engaging staff in OER – case studies to demonstrate persuasion, support and reward 5. Keeping the door open – sustainability and future collaboration in OER
Workshop materials	Handouts, presentations, plus other supporting information are all on the Ripple project website, available for re-use http://openspires.oucs.ox.ac.uk/ripple/resources.html
Podcasts	Nineteen recordings of all presentations have been all released under CC licence via the Ripple project website http://openspires.oucs.ox.ac.uk/ripple/resources.html. Wherever possible these have been provided as audio (mp3) and video (mp4)
Evaluation questionnaires and reports	Each workshop was evaluated to assess achievement of workshop objectives and to gather general feedback from participants. Evaluation questionnaires and reports are available on the Ripple project website http://openspires.oucs.ox.ac.uk/ripple/resources.html
Guidance – Toolkit	A set of videos released for use and reuse by other institutions to support OER release: • Why make it open? Share, remix & reuse • Creative Commons overview • Copyright – things to remember • Marketing and communications for OER

	http://openspires.oucs.ox.ac.uk/ripple/
Content	**Oxford Brookes University - OER released**
	Eight collections of resources are released as OER via the RADAR repository (http://radar.brookes.ac.uk/radar/access/home.do and click on Open Educational Resources; see Appendix 1 for more detail).
	Harper Adams University College - OER released
	Seven collections of OER will be published by September 2011 and released via www.openfields.org.uk, www.assetbank.harper-adams.ac.uk, www.rlo.harper-adams.ac.uk (institutional showcase), and www.open.jorum.ac.uk. See Appendix 2 for more detail.
Marketing	Blog posts released throughout the life of the project http://blogs.oucs.ox.ac.uk/openspires/category/ripple/
Marketing	Presentation and stand at Oxford Brookes University event on 29th June 2011
Marketing	Presentation at Harper Adams University College Learning and Teaching Forum on 14th July 2011
Marketing	Ripple project team member attended a meeting in the Joint Centre for Urban Design at Oxford Brookes University to offer guidance and share experiences of OER release
Evidence: Case studies	Each partner has written a case study to capture their experiences through the year of Ripple support, recording the impact that the project has achieved about within each institution
	Oxford Brookes case study (Appendix 3)
	Harper Adams case study (Appendix 4)
Report	Final report and budget
Report	Legal report summarising legal issues at partners (Appendix 5)
Report	Project evaluation report (Appendix 6)
Knowledge & Skills	Increased awareness of OER at partner institutions demonstrated by small scale OER release (see Appendices 1 and 2), dissemination activities (see Marketing above), and commitment to continue an OER programme at both institutions (see Appendices 3 , 4, and 6)

4   Project Aims and Objectives

The main aims of the *Ripple* project were:

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

Specific aims of the two partner institutions included:

Harper Adams University College - was already engaged on a short programme for fast-track enablement of a greater variety of e-learning experiences for its students. To achieve this, modules and academic staff were identified, and were supported in identifying and developing suitable online-enhanced and blended learning experiences. The staff had shown willingness 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.

Oxford Brookes University - sought 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.

Specific changes to the main aims and objectives during the life of the project were minimal. During the year of the project Oxford Brookes University was undergoing a significant organisational change. This presented a challenging environment for those involved in the Ripple project, however their overall objectives of raising awareness of OER, increasing confidence, and accelerating expressions of interest were achieved. For more on these issues see Appendix 3 Oxford Brookes University Case Study.

5   Project implementation

5.1   Staffing and project management

The staffing structure and management framework for the Ripple project is shown in Figure 1.

Figure 1. Project Management structure for the Ripple project.

The Principal Investigator was responsible for steering the project, and day-to-day management and workshop organisation was undertaken by the Project Manager. A Project Board was established

with members responsible for guiding the project and resolving any issues referred by the project team.

5.2   Start-up meeting

A start-up meeting was held to discuss the project approach, responsibilities of the project team, key dates for the OER2 programme, further discussion of potential outputs, and workshop themes.

A series of five workshops were agreed, one of which was to be hosted by Oxford Brookes University. The key workshop themes were agreed as (in no particular order):

1. An early workshop focussing on workflow, processes, fast-track development of materials.
2. Academic engagement, rewards and recognition, impact on academic practice
3. Metadata, repositories, cataloguing, aggregating material
4. Copyright/IPR/policy change
5. Marketing, business models, dissemination, communication strategies

The format of the workshops was also discussed and the partners expressed some clear preferences:

- Attendees should be participants rather than recipients of information
- There should to be clear benefits for attendance plus expectations of delivery once participants leave
- Avoid too many technical issues which have already been covered by Steeple (an institutional podcasting project)
- Project leads would attend all workshops and invite relevant colleagues as appropriate
- Workshops should be approx. 6 weeks apart.

5.3   Planning the workshops

The Project Manager established a schedule for the workshops, at roughly 6-8 week intervals, and dates were agreed with project partners before booking venues and inviting speakers. Workshop topics were discussed with the Principal Investigator and the Head of the Learning Technologies Group at OUCS.

The project team were keen to invite speakers from outside of Oxford to ensure broad coverage and examples from other institutions who had been involved in OER release. The Oxford team were perhaps overly cautious in this regard, wanting to avoid too many examples from OpenSpires as this could have been perceived as top-down lecturing. However, partners gave feedback that they did want to hear more 'stories from Oxford' and these were scheduled in to the final workshop. The JISC OER infoKit was used to check outputs and experiences of the phase 1 projects which were used as examples in workshops and in handouts where possible. Generally each workshop consisted of three or four sessions in the morning and three or four sessions in the afternoon.

Oxford University provided the opportunity to host the workshops at a variety of interesting venues, and wherever possible we chose venues that could provide catering as this aided time-keeping. The fourth workshop was organised and hosted by Oxford Brookes University. The arrangements were coordinated by the Ripple Project Lead at Oxford Brookes University.

5.4   Content of the workshops

The project team developed the content of the workshops based on the themes agreed at the project start-up meeting. We tried to ensure sessions consisted of a mix of presentations, activities and discussions to maximise the role of 'participant' versus 'recipient'. Key members of the Oxford team presented at several workshops (Melissa Highton, Peter Robinson and Lisa Mansell) to share experiences from OpenSpires and other related projects. In addition, a number of speakers external to the project team were invited to share their expertise on specific topics:

> John Robertson (CETIS), Ben Hawkridge (OU), Professor David Morris (University of Coventry), David White (TALL, Oxford University), Carolyne Culver (Public Affairs, University of Oxford), Dr Helen Walkington (Oxford Brookes University), Marion Waite (Oxford Brookes University), Steve Burholt (Oxford Brookes University), Dr Laura Novo de Azevedo (Oxford Brookes University), Tom Cosgrove (Oxford Brookes University), Dr Emma Smith (University of Oxford), Dr Peter McDonald (University of Oxford)

Speakers were free to determine their own content and format of their session.

The project team debated the order of the workshops at some length; it was clear that a case could be made for most of the themes to feature as the first workshop. However, based on lessons learned by the pilot projects in OER phase 1 and preferences expressed by partners at the start-up meeting, we chose the following order:

1	**Getting started -** a workshop which introduced building the business case, workflow, processes, and copyright/IPR
2	**Born Usable, Born Digital -** a workshop to focus on technical issues related to OER release (repositories, discoverability, tracking)
3	**In it to win it –** focussing on institutional marketing strategy, communications and policy for OER
4	**Engaging staff in OER -** a selection of case studies from the staff engaged in OER at Oxford Brookes University
5	**Keeping the door open -** Sustainability and future collaboration in OER

Full details of the content of each workshop and associated materials can be found on the project website (http://openspires.oucs.ox.ac.uk/ripple/resources.html). If the workshops were to be repeated in a new programme of support, a different order would be recommended (see Section 6.2).

Wherever possible and where facilities allowed, presentations at workshops were recorded to maximise the potential of providing materials on the project website which could be used by others. All speakers were notified of this and were asked to sign the standard Oxford University podcast release form which had been created during the OpenSpires project (and includes the Creative Commons UK: England & Wales Attribution-Non-Commercial-Share Alike 2.0 licence). The Technical Officer was responsible for capturing the audio and screen recording with QuickTime. For several workshops the presentations are available as audio (mp3), video (mp4) and PowerPoint or Keynote files (see http://openspires.oucs.ox.ac.uk/ripple/resources.html).

Notes were taken throughout the workshops by the Project Manager, and any discussions and key points were captured on flip charts. These were written up in the form of blog posts (see

http://blogs.oucs.ox.ac.uk/openspires/category/ripple/), or other documentation suitable for sharing.

Using University facilities for the four Oxford-hosted workshops led to some significant savings in the workshops budget. With the permission of the JISC Programme Manager the remaining funds paid for an additional event at Harper Adams. This enabled Harper Adams to open up their Learning and Teaching Forum on 14 July 2011 to a wider audience of both local and national land-based institutions, at which they showcased materials, methods and collaborations that have arisen through Ripple.

5.5   Partner engagement

Attendance at the workshops was the major form of engagement activity with the partners. Partners were invited to bring a number of staff of their own choosing to each workshop and the average number of participants from each institution was five. Some participants attended a number of the workshops and seemed to form the 'core team' from that partner, but a number of participants attended just one event which was most relevant to them and partners found a significant benefit from this arrangement (see Section 6.3).

Project leads from the partners were also in touch with the project team via email and telephone. To aid project reporting, a brief report template was designed which was completed by the partners prior to the interim report and the final report. This collected information on content due to be released as OER, choices of licence, workflow, repository issues etc. See Appendices 1 and 2.

As outlined in the project plan, the project team initially planned to schedule online support sessions using a web conferencing system. Only one of these sessions was held during the project as there was no particular demand to schedule additional sessions and availability of staff to take part was very limited. Participation at five workshops was a significant commitment from both partners in addition to any activities that they undertook back at their institutions, particularly as no specific staff were funded by the project at either partner institution.

5.6   Engagement of other stakeholders

Other stakeholders interested in the project outputs included other OER phase 2 projects, the wider HE community, other staff at OUCS, and more generally anyone interested in OER release. Workshop materials, presentations and recordings were all made available on the project website to maximise the usefulness to this broader stakeholder group. In addition, a number of OUCS staff, including the Director of Computing Systems and Services, attended the morning session of the final Ripple workshop, as this gave a particularly good overview of OER at Oxford. Visitors from Apple US were also able to attend this meeting and were very interested in the OER activity in UK institutions.

5.7   Project blog and wiki

A project blog was set up using the OUCS WordPress blog system http://blogs.oucs.ox.ac.uk/openspires/category/ripple/. Due to access restrictions on the locally hosted blogging system partners were unable to use the blog. The project team offered to publish on behalf of partners if posts were sent via email.

Oxford Brookes University offered to set up a project wiki for project partners with the idea that the wiki would be used as a repository of information for the future. Information from the workshops was deposited on the wiki, along with several other reference or guidance materials, particularly from the JISC Programme Support Team.

5.8   Case studies

Each partner was responsible for producing a case study to capture the impact of their Ripple experience. A very generic structure was suggested to each partner that could be tailored to their own needs. Content from these case studies has been used to inform some sections of this final report, for example evidence of lessons learned and the impact of the project. The original documents are shared on the project website http://openspires.oucs.ox.ac.uk/ripple/ and are within the appendices of this report (Appendices 3 and 4). The partners are also able to use the documents within their own institutions to support dissemination activities.

5.9   Evaluation

There were three key aspects to the evaluation of the Ripple project:

1. Evaluation of each workshop. Participants from the partner institutions completed an evaluation questionnaire at the end of each workshop. The responses were evaluated and written up, including any observations made by the project team. Questionnaires and reports are made available on the project website http://openspires.oucs.ox.ac.uk/ripple/resources.html.
2. Evaluation of the programme of support and the impact of the Ripple project on the partner institutions. As funds were available the project team decided to engage the services of a Consultant to support the evaluation exercise. The Consultant, working in conjunction with the Project Manager, used the evaluation plan from the project plan and some of the evaluation questions from the JISC Support Team to structure interviews with both partner leads. The Consultant then prepared an evaluation report which included the views expressed by both partners (see Appendix 6).
3. Evaluation of the programme of support and the impact of the Ripple project on the lead institution. Reflections from the project team have been captured on blogs, in the workshop evaluation reports and within Sections 6, 7 and 8 of this report.

6   Project findings

6.1   Staffing and operational issues

When members of the project team are allocated to work on the project for very small amounts of their time this has to be scheduled carefully, particularly if they are also allocated to other projects with potentially conflicting timelines. For example, 0.1 FTE over 12 months is probably better scheduled as a few week-long pieces of work rather than half a day per week throughout the life of the project.

The amount of time required to organise and run workshops should not be underestimated, and we would recommend a staff member with specific responsibility for the administrative aspects of the workshops to enable others to concentrate on workshop content and delivery. This is particularly important on the day of the workshop; the Project Manager cannot run sessions, actively

participate, take notes and ensure that all the organisational/administrative aspects run smoothly.

The venues and food all received good feedback from attendees. Confirming dates and booking venues should be done as early as possible, but this is often difficult when you cannot confirm the number of attendees until nearer the workshop date. Choosing a venue which also provides catering significantly improves time-keeping and reduces the organisational burden.

The length of workshops (generally 10.30 am to 4.00 pm) was about right, longer than this would have been too tiring. The shortest event, the marketing strategy and communication workshop which finished at 3 pm to enable the Project Board to take place, was the most positively received (although this was possibly more to do with topic and content than length) see the evaluation of this workshop http://openspires.oucs.ox.ac.uk/ripple/resources/Workshop3/Evaluation_workshop3.pdf.

A blogging system accessible to both partners would have facilitated more open discussion throughout the life of the project. The Project Manager offered to post on behalf of partners if they submitted content via email, but this did not allow the partners the freedom to submit a post whenever they desired. The wiki set up by Oxford Brookes University was not used to a great extent possibly due to lack of time on the part of the partners (as alluded to in Section 6.3 below).

6.2   Workshop content

With the benefit of feedback from partners and other participants, and if we were to deliver this programme of support again, the suggested order would that shown in Figure 2.

Figure 2. Suggested order of workshops and the target audience.

Partners found the marketing and communications event extremely motivational and commented that they wished that this event had been the first. Winning staff over and convincing them to be involved can be one of the biggest barriers to OER, particularly if there is no obvious high-level stakeholder involvement. Moving the two 'people-oriented' workshops to the early part of the programme would allow new partners to engage some key champions at the start of their project, moving on to the technical aspects, workflow and IPR issues etc once these people were convinced of the benefits of OER release.

> *"It worked well – eg one person from marketing team came to only one workshop, but it allowed him to feed what was going on in RADAR back to the marketing strategy (in time for the review) as well as RIPPLE. Now a strong interest in using teaching materials as marketing. I chose him to come (head of dept could not attend) because he was interested*." Oxford Brookes Lead

Some attendees found the early presentation of copyright and IPR issues quite challenging. We brought this into the first session to ensure that partners were aware that it was a complicated area; pilot projects from OER phase 1 indicated that it was one of the most challenging and time-consuming aspects of OER release (see OER phase 1 project final reports http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer.aspx). However the issues should be presented carefully to avoid intimidating people before they have embarked on any aspect of OER release.

> *"on occasion I didn't quite feel that the order or the timing was right to get the right people – not a failing on anyone's part. Peter Robinson did acknowledge that a copyright session was not the best place to start; a bit daunting to start on."* Oxford Brookes Lead

As recommended above, early session should focus on selling the concept of OER rather than going straight to the problems that institutions may encounter. Simple, clear guidance needs to be provided which focuses on benefits to the individual and institution. Towards the end of the programme we adopted a more personal approach to IPR issues; our Legal Officer discussed specific issues with each institution, thereby providing more tailored, specific support to each partner (see Appendix 5)

> *"The offer of consultancy is being taken up now – we recently hosted a visit from Rowan Wilson (OSSWatch at OUCS – an expert on Creative Commons, etc). As a result the group who met him will meet again in July to thrash out the OER licensing. A set of guidelines will be created and taken to our Executive Board."* Oxford Brookes Lead

Having one of the workshops hosted by Oxford Brookes University helped to ensure that the other institutions felt fully in partnership and reduced the institutional differences. This workshop in particular helped to foster further collaborations between the partners and generated ideas of other materials which could be made available as OER.

> *"We were very happy to host a workshop and it worked very well; we felt fully in partnership. There was a danger that if we had not hosted the workshop we would have felt too passive and the difference between institutions might have become a negative factor."* Oxford Brookes Lead

> *"For example, one of the items at the OBU workshop on geography has sparked another idea here to release more items to OER. Many more ripples have gone out than I can name here."* Oxford Brookes Lead
>
> *"Marion Waite (OBU) is now working with Lydia Arnold at Harper Adams – a sort of mutual mentorship, bidding for more funds to develop resources."* Oxford Brookes Lead

As discussed in Section 5.3, the Oxford team were cautious of building our programme of support exclusively around the model used for OpenSpires, particularly as we were working with partner institutions that were very different from our own. However in our desire to include examples and speakers from other institutions, we did perhaps neglect to share specific examples of the academic involvement that we had experienced with OpenSpires. This was rectified when one of the partners requested more 'stories from Oxford' and we scheduled these into the final event. Doing this also gave us the opportunity to invite staff from Oxford who would benefit from hearing more about Oxford's OER projects.

6.3   Partner engagement

Attending five workshops in eight months was a significant commitment from the partners, particularly when an average of five staff attended each workshop. Partners received little funding from the Ripple project, so this level of commitment represented their continued engagement in OER release. Their level of attendance at all the workshops also demonstrated that the workshops were delivering good quality and meeting their expectations (see individual workshop evaluation reports http://openspires.oucs.ox.ac.uk/ripple/resources.html). Calling on additional time from partners over and above this could not be expected (except for support on project reporting etc.), and this is perhaps why the online support sessions did not get utilised.

Both partners have commented that it was difficult to get senior people to attend the workshops, but this did not hinder the impact of the workshops. Whilst both partners brought a core team to most of the workshops, they found that bringing different attendees to specific workshops helped increase awareness of OER when returning to their institutions. This was an unexpected dissemination activity – purely by varying workshop attendees the institutions were able to spread the message to a wider audience.

> *"Thing we struggled most with was getting senior people to attend. ... in the end it did not matter, as those who attended have spread the word and got the ideas raised with the senior people."* Harper Adams Lead
>
> *"Just would have liked a more senior person along – it is important to try hard to get right people there."* Oxford Brookes Lead

6.4   Observations from Oxford

The ability to influence and instigate change is very different at different institutions; there is no 'one solution fits all' which can be applied to everyone and not all institutions can respond with the same agility. Each institution has its own policies, politics, and embedded processes for change which cannot easily be influenced by a programme of support such as Ripple. If there is no institutional driver (i.e. top-down support) achieving change is more difficult but not impossible; it becomes more focussed on the individual rather than the institution, thus "mighty oaks from little acorns grow".

> *"I handpicked people who I knew would be receptive. They came back enthusiastic and then I needed to find a way to sustain that. Most obvious change was that we triggered their confidence to engage a bit wider with others and other institutions. It has helped to support team growth in a way that was not happening before."* Harper Adams Lead

Achieving change can be easier if it is possible to 'piggy back' on a larger initiative or strategy. For example, OpenSpires followed on from the successful launch of iTunesU at Oxford and modified the processes and workflows which had been adopted for that purpose. At Harper Adams their initiative for OER release followed on from their larger digitisation programme and they were able to work with the academics who had been involved in that project. It is not possible to achieve wholesale organisational change on a project of this scale, however you can develop exemplars of good practice to convince higher level stakeholders of the strategic benefits of OER release.

Feedback indicates that the Ripple workshop approach provided an effective programme of support for our two very different partner institutions. Part of this success was due to our partners' ability to engage some academics as champions, convincing them of the benefits of OER, thereby increasing their OER literacy and supporting the institution-wide awareness-raising of the programme. By engaging with these 'innovators' they are beginning to align with other institutional strategies and are paving the way for future culture change.

6.5   Partner-specific findings

As evidenced by the partner case studies (see Appendices 3 and 4) and the evaluation report (see Appendix 6) the partners have found the programme of support to be of high value.

- The workshop delivery gave an appropriate level of support and provided the right kind of forum to get the message to the right people
- The time invested by staff attending was worthwhile
- The programme of support has enabled increased awareness locally
- The effect of different staff attending the workshops was beneficial
- The number of people engaged in OER release has increased
- Partner institutions are ready for more widespread release of OER and steps are being taken to sustain the process.

In addition to this both partners were successful in achieving some small-scale OER release.

6.5.1   *Oxford Brookes University OER released*

Eight collections of teaching and learning resources have been released as OER via the RADAR repository (http://radar.brookes.ac.uk/radar/access/home.do).
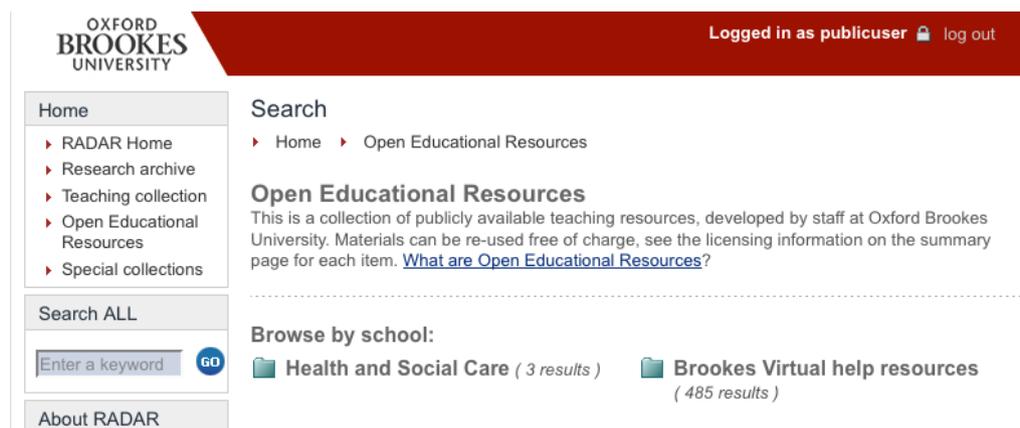
Figure 3. Screenshot of the opening page of the OER section on the RADAR repository.

More detail of these resources is available in Appendix 1, but some key points related to the OER are:

- Collections labelled as OER will have the ukoer tag and Dublin Core compliant metadata.
- OpenJorum will accept an RSS feed for bulk import of metadata from the RADAR OER collection with links to the resources.
- The RADAR steering group has begun to develop guidelines and use cases for future contributors, include issues related to copyright clearance etc. The guides will include: RADAR collection policy (why and how to create new collections in RADAR); Guidelines for developing OERs (e.g. course taster materials for faculties); Checklist for releasing OER.
- The resources will be accessed from the main repository web interface, via embedded feeds in other web pages and applications (e.g. wiki, academic profiles and Faculty web pages) using RSS and SOAP, via links in the VLE, via Google and social media (e.g. Oxford Brookes University Facebook posts), and via the Visual Arts Digitisation Service.
- Use of the OERs will be monitored via Google Analytics and the internal repository reporting engine. Hits on YouTube are being tracked. Oxford Brookes University have evidence of students using resources in their assignment projects and contributing resources from subsequent trips (e.g. Theology and Religion collection).
- The institution has taken the decision to use the CC-BY-NC-ND licence as they feel that the use of a more restrictive licence is necessary to achieve buy-in at this stage. The Legal Officer on the Ripple project team has prepared an overview of the IPR and licensing issues, see Appendix 5.

6.5.2   Harper Adams OER released

Seven collections of resources will be released as OER including videos, animations, images, interactive tools and question banks within subject specific areas such as animal health and crop production, but also more generic, multi-purpose content such as academic development and using eLearning tools. Publication is expected in September 2011 and more detail on these resources is available in Appendix 2. Some key points on the release of these resources are:

- Materials will be deposited within www.openfields.org.uk (sectorally targeted Open Access repository, all material publicly accessible); www.assetbank.harper-adams.ac.uk (institutional digital asset bank : some assets available for open public access); www.rlo.harper-adams.ac.uk (institutional showcase : thumbnails/descriptions all publicly accessible ; hyperlinks to both internal and publically accessible materials); www.open.jorum.ac.uk.
- Metadata follow the JISC guidelines and will include the tag ukoer.

- A workflow for OER production and release is in place
- Wherever reasonably practicable, the materials will be released on a Creative Commons Attribution-Share Alike basis, i.e. CC-BY-SA. The pages featuring the OER will include the CC icon and a link onward to the downloadable original plus its licence.

7 Immediate Impact

7.1 Oxford observations

Ripple has succeeded in its principal aims of (1) providing support to get our partners to a 'state of readiness' for more widespread OER release, (2) sharing and openly disseminating materials generated during the project, and (3) some small-scale OER release. By collaborating with our partners we have developed working alliances which will last beyond the life of this project. At the final workshop ideas were formed for future collaborations and routes to funding.

Being involved in Ripple has helped to further consolidate Oxford's approach to OER and provided the vehicle to produce and release a number of materials which can be used for marketing and dissemination purposes. We now have a portfolio of OER projects and are seen as an exemplar amongst institutions involved in the openness agenda. By inviting some academics from Oxford University and colleagues from OUCS to the final workshop we were able to achieve some additional dissemination activity for OER within Oxford. This all helps to keep openness on the agenda.

One of the Oxford Brookes University lecturers, Dr Laura Novo De Azevedo, who spoke at the fourth workshop, was invited to speak on her mobile lecture capture project at OUCS as part of the IT Learning Programme. This opportunity would not have arisen without the forum for sharing which Ripple provided.

7.2 Partners

Both partners have said that Ripple is "making a difference"; it has changed the way that individuals are approaching their work when they return to their institution. Whilst this may be felt in different degrees at the two institutions, there is still an impact. For example, at Oxford Brookes University Ripple is playing a part in bringing about cultural change and whilst this change process is in its infancy it is helping to bring people together to discuss OER.

> *"We were right not to think of it as a project to produce OER, but to stimulate the process. The value lies in direct influence on infrastructure and processes… The project has accelerated the pace of development both on workflows and infrastructure for wider scale release of OER… The main way has been learning from others – a range of experts through the workshops who have been through this process – not only Oxford but also the Open University, Coventry, etc."* Oxford Brookes Lead
>
> *"The name of the project is very apt – it is like throwing a stone into the pond and seeing the ripples bouncing back and forth… Many more ripples have gone out than I can name here… It is hard to believe how much change this has seeded. To do something complicated, the received wisdom was to get in the consultants, and then they go away again… now, instead of getting in the consultants or sending people off on training, we exchange and share; we invite our colleagues to come to an event here and we disseminate what we find."* Harper Adams Lead

At Oxford Brookes University, there has been growing interest in OER among pedagogic innovators and opinion leaders based on a growing appreciation of its value for

1. The marketing of courses to new audiences, particularly for online distance learning,
2. Improving access to resources for outreach programmes,
3. Open scholarship through adoption of Creative Commons licensing of teaching materials and
4. The development of graduate attributes for employability when students are themselves engaged in the creation of open educational content.

For Harper Adams University the involvement in Ripple enabled participants to connect with other practitioners and enthusiasts, providing the affirmation that speculative OER release is worthwhile. It helped to inform and advance internal debate in relation to the materials available on the OpenFields open access repository so that they may now include open learning materials. Awareness of the implications, obligations and limitations of branding during the generation of materials has been a useful outcome of the Ripple project and has influenced the pragmatics of corporate identity management in the production processes at Harper Adams. Ripple has broadened the relevance and appreciation of the legal aspects of material offered under open access to a wider group of academics and this is improving the embedding of the surrounding work practices. It has also highlighted the value of appropriate and pragmatically applicable metadata and it is now apparent to teaching colleagues that cataloguing their assets effectively improves their discoverability.

7.3   Wider community

All workshop materials, presentations and recordings have been made available for the wider community via the project website http://openspires.oucs.ox.ac.uk/ripple/resources.html. These could be used in part or as a complete set to support an institution that is embarking on OER release.

We were able to use the Ripple workshop materials to develop a 'toolkit' for OER release – a more generic set of videos which can be used, reused and remixed by others http://educationopenedup.wordpress.com/toolkit/.

8   Future Impact

Ripple has developed a set of materials and support workshops which can be reused by any institution considering OER release. Oxford will use these materials, particularly the videos within the 'toolkit' for further dissemination activities to benefit OER literacy at our institution. Our partners have indicated that the workshop resources are already in use within their institutions.

Both partners have expressed their intention for sustained release of OER and there is some clarity on how this now fits with research impact, online marketing and readiness for future funding opportunities. For example, Oxford Brookes have identified several initiatives to continue the process of opening up resources (see Appendix 3):

- As part of the move to the Moodle LMS, programme teams are being asked to identify key resources that must be available across programmes and for these to be deposited in RADAR. The central learning technology support team will advocate OER release wherever appropriate and feasible.
- OER will be emphasised during programme-level implementation of the student experience strategy (SESE) academic development initiatives.

- As part of the re-structuring of the IT services directorate a case will be made for a specific post-holder with responsibilities for public release of materials.
- A moderated open collection of undergraduate research outputs will be set up in RADAR. The embedding of research activities in the undergraduate curriculum is a strategic academic initiative for the University. The opportunity exists to start building a student OER collection in the form of funding to hold a student-led, University-wide undergraduate research conference, targeted for the end of the academic year 2011-12.

At Harper Adams there is now a firm commitment amongst a small but influential cohort of Harper Adams staff to the release of exemplary materials (and useful component materials) as OER. This is partly by reason of personal impact and partly as a goodwill gesture to their colleagues to do likewise, in the hope of 'flushing out' mutually beneficial resources. There is unfortunately no past history of individual submission of OER materials to Jorum by Harper Adams staff; the perceived value of OER release is to locations which have an evident existing audience of land-based sector consumers. With this in mind, if Jorum submission is to be achieved, then co-submission to both a sector-focussed repository (i.e. OpenFields) and to Jorum (through an automated process) is a desirable mid-term development. The perceived contributor and consumer value of a sectorally focussed repository which includes OER materials is threefold:

- users 'stumbling upon' useful resources whilst looking for something else in that subject area,
- the convenience of generating 'feeds' of appropriate resources for use elsewhere
- the availability of usage statistics and feedback/commentary on one's contributions, from a known target audience.

Throughout the Ripple project, it has become clear to all partners that there are synergies in key subject areas and all are keen to work together on a set of OERs in common subject areas (e.g. work-based learning, skills). Whilst it has been difficult to pursue shared collections within the time constraints of the current project, this is seen as a possible pathway to future funding. Peer review of OERs within a collection such as this is also seen as an interesting project in itself and, should the opportunity arise in the future, would be a project for future collaboration.

9   Conclusions

Promoting the sharing of good practice and staff training was seen as the key project engagement activity – 'The Ripple Effect' – and it reached a large number of staff. Cascading support through workshops worked well because there were synergies with the day to day work across all three partner teams, it would have been difficult without this common ground. The range and calibre of speakers at workshops increased the quality of reusable outputs, providing examples from a variety of individuals and institutions involved in OER release.

Embarking on a programme of OER release relies on the acknowledgement that often complex legal issues need to be resolved and this can require senior management approval. The legal and policy issues can often be costly in terms of time and a challenge for staff to resolve. Making policy decisions can be an obstacle to allowing new activities to take place and the decision making process can be difficult to instigate without the sense of urgency of a well funded project. Support and guidance for those addressing these legal issues for the first time needs to be tailored rather than generic to achieve the best outcome. Once key decisions about the acceptability of which OER licence to use have been agreed upon then a sense of momentum can be maintained by the technical staff. The most open CC licenses (e.g. CC-BY or CC-BY-SA) can be challenging for early

adopters to accept, and a more cautious approach may be required to gain acceptance from risk-averse institutional policy makers.

A project of this size cannot possibly achieve wholesale organisational change, however it can instigate change and provide the examples and evidence required to convince senior stakeholders. It is difficult to use the 'exemplar collection' release model on such a small amount of funding to the partners but linking release with training makes the training more valid: just a small release of content from either central teams or staff rewarded to place teaching exemplars online can become a focus for tackling and moving forward on many generic OER issues.

The demands on partners - whose staff were largely unfunded by the project - were not insignificant, and their institutions were making a significant commitment to OER by releasing staff time to attend the workshops. This made the sharing of costs across the three partners very economical, but is it repeatable?

10 Recommendations

10.1 General recommendations

This programme of workshops could be repackaged as a staff development course. There is potential to work in partnership to develop an online/distance learning course or set of materials which are tailored for professional development, or perhaps as part of academic induction schemes.

Creating generic training material might be a simple win - with both good internal reuse and a natural external audience. New material created for internal staff development and stored in the VLE can be used as a starting point for issues such as reuse, branding, licences - i.e. new material with generic internal reuse is a good set of material to release early and test workflow and repository frameworks.

Rewards and recognition structures already in place at an institution can be expanded to include requesting an OER component through the licensing of any online outputs - i.e. OER is considered a natural step for a small online teaching project.

Open source software used at an institutional level, such as a VLE or journal repository, offers real opportunity to engage senior stakeholders with the broad concepts of community-led resource development.

OER content production needs to have a very clear workflow (legal and technical) in order to scale well across individual projects, workflow is a difficult concept to explain to staff who might not be used to publishing online.

A repository with an online presence is a key component to successful OER release. Changing repository software to include the OER licence as an option on submission is a simple, sustainable change that allows material to be released in perpetuity.

10.2 Recommendations for HEA/JISC

The Ripple OER toolkit of videos and resources can become the basis of a package of learning resources that could be embedded in various digital literacy courses across the three partners. There are a number of OER legal toolkits and OER courses that became available over the life of the project

and it would be sensible to review these and consolidate them for future OER funding projects (e.g. the Web2Rights/IPR team, the Falmouth course); perhaps this is an action for the OER Synthesis Team and JISC Legal.

Future OER funding calls should request more evidence of how structured workflows will be embedded as part of potential projects. Sustainability can only be achieved once processes are baked in to everyday activities.

The most open of CC licenses can be a barrier to involvement by certain academics and challenging for institutional policy makers. JISC may need to reconsider this as a recommendation in future OER funding calls.

We invited external speakers to add variety and expertise, perhaps there is more that can be done here nationally to offer a service of expert advisors, e.g. SCORE, CETIS, OSSWatch.

The original call may have benefitted from somehow coupling cascade projects with the larger release projects, perhaps by requesting expressions of interest in becoming a cascade partner. This may have helped to provide projects embarking on larger scale OER activities with support from a cascade partner, rather than cascade project leads searching out partners.

11 Implications for the Future

The project has shown that in every institution there are activities taking place that can become the basis for providing open online resources and that structured support to early adopters can positively inform institutional policy around OER. The project hopes that the Ripple OER toolkit of videos and exemplar resources will be reused, and that this valuable set of assets can become embedded in various digital literacy courses across the three partners. We hope that all the OER content released will be appreciated by a wider global audience and be useful in stimulating discussion and changes at other educational institutions.

Our workshop-centred programme of support has proved to be effective in introducing key concepts and preparing institutions for more widespread OER release. However, the opportunity to work together on a shared set of OER materials, clustering items by subject area, could have been another way of delivering the 'cascade' support. Materials have surfaced themselves throughout the year showing clear synergies between partners, and this would be an interesting model to explore and perhaps a logical next step for partners in a future round of funding.

12 References

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OpenSpires http://openspires.oucs.ox.ac.uk/
OER infoKit https://openeducationalresources.pbworks.com/w/page/24836860/What-are-Open-Educational-Resources

13 Appendices

Appendix 1: Oxford Brookes University OER Released
Appendix 2: Harper Adams OER Released

Appendix 3: Oxford Brookes University Case Study
Appendix 4: Harper Adams University College Case Study
Appendix 5: Legal Report
Appendix 6: Evaluation Report