



## Practicing Open Education: Developing the Potential of Open Educational Resources in Art, Design and Media

### Overview of Project

#### 1.1 Background

While institutions can coordinate open educational resource projects, faculty who voluntarily share their creative works are the primary force behind the success of these projects.<sup>1</sup>

David Wiley

The Academy-JISC funded UK Open Educational Resources (UK-OER) Pilot Programme 2009-10 offered individuals, institutions and subject communities the opportunity to implement a range of strategies in order to investigate the most effective pathways for the continued release, and use, of sustainable OERs. As part of the programme the *Art Design Media-Open Educational Resources (ADM-OER) Project*, sought not only to release a range of teaching and learning materials but also to address a changing HE environment. By engaging directly with teaching staff the project's objective was to help the subject community understand the potential benefits, address possible barriers and clarify the processes necessary to provide, openly accessible, and usable, teaching resources.

As 'creative' subjects, art, design and media present challenges to the creation and use of OERs. The pilot project identified a number of salient themes: individual, as well as institutional, identity plays a significant role and as a consequence teaching staff are often comfortable with producing for 'an audience' although may be reticent to use 'other' resources. The sector contains a considerable number of fractional staff, many of whom will teach across institutions and maintain professional practice;<sup>2</sup> and as art, design and media production comprises the object of study many resources contain essential third-party content. Dialogue with staff, during the pilot phase, offered opportunities to address these aspects.

The exchange of knowledge through the sharing of resources, as well as staff and student engagement through digital learning spaces (VLEs), is familiar to academics. However the UK programme acknowledged the shift to globally accessible and repurposable resources represents a significant cultural change and challenge to institutional practices. The project *Practicing Open Education*, aims to build on the pilot phase by enabling departmental exploration of perceptions of

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<sup>1</sup> D. Wiley, "On the Sustainability of Open Educational Resource Initiatives in Higher Education", (Centre for Educational Research and Innovation (CERI) for the project on Open Educational Resources, <http://www.oecd.org/edu/oer>) P.18

<sup>2</sup> Media Studies 26% and Creative Design and Art 40% of staff were in *Part-Time, Part-Time* (term only) and *Atypical* modes of employment (Figures by Cost Centre HESA, 2009 <http://www.hesa.ac.uk/>)

OERs, motivations for, and barriers to, their development and use prior to the development of a departmental strategy. The project seeks to negotiate change by engaging directly with staff and cascading the experiences, understandings and outputs of the *ADM-OER Project* to a wider range of art, design and media departments. By encouraging dialogue across the department – between students, information services, departmental managers and teaching staff – the project aims to identify key areas to be targeted in order to instigate processes that promote the creation and use of OERs.

## 1.2 Art Design Media-Open Educational Resources (ADM-OER) Pilot Project 2009-10

The pilot *ADM-OER Project*, in collaboration with three institutional partners: University of the Arts London (UAL); University for the Creative Arts (UCA) and the Faculty of Art, University of Cumbria (UoC), released a range of art, design and media resources made available through institutional repositories and through Jorum Open.

In addition to these resources the pilot project reviewed current institutional and departmental policies, practices and procedures relating to the ownership, use and development of digital learning and teaching resources in art, design and media higher education, and established effective guidelines to support the continuing release of open access educational resources. As a result the project created a range of reports, documents and templates, which can be shared and used by the wider subject community (see [Project Webpage](#)).

The ADM-OER pilot project generated and captured considerable subject community interest in, and enthusiasm for, OERs; evidence of this can be seen in the 74 individual responses to an ADM-OER survey (see [ADM-OER Survey](#)), and the 25 institutions who offered to host additional focus groups.

Phase 2 of the programme does not seek to extend the pilot phase but to capitalise on this groundswell. The *Practising Open Education Project* aims to build upon the outcomes with a new and broader range of departments by encouraging them to reflect upon their OER ambitions and aspirations and develop strategies that will help them put these into practice.

## 2. Aims and Objectives

- To generate department-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use.
- To further develop discipline-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use.
- To provide targeted support that addresses the specific needs, motivations and barriers at the participating departments.
- To embed effective OER practices and policies within the participating departments.
- To release a significant number of art, design and media resources for access, use and repurpose.

### **3. Overall Approach**

#### **3.1 Project Partners**

The project will work in association with six art, design and media departments who, identified through the ADM-HEA Subject Centre network, had already expressed a readiness (ratified by the head of department) to commence working on the development of OER practice. In expanding the range of institutions the project aims to seed OER change and also develop a wider community of practice by developing a larger number of resources that can be made available to the sector.

Institutions offering to host focus groups during the ADM-OER pilot project have been invited to develop this expressed interest by participating in the Phase 2 proposal. The participating institutions are:

- Leeds Trinity University College – Department of Media Film and Culture
- Bucks New University – School of Design, Craft and Visual Arts
- De Montfort University – Faculty of Art and Design
- Kingston University – Faculty of Art, Design and Architecture
- University of Southampton – Winchester School of Art
- University of Hertfordshire – School of Creative Arts

#### **3.2 Rationale**

The faculties and departments involved in the proposal include a diverse range of art, design and media undergraduate courses and include games and product design (De Montfort University) and performing arts (dance and music production - Bucks New University; performing arts – De Montfort University). The project is based on the view, supported by findings from the ADM-OER project, that OER processes can be sustainably embedded at a departmental / institutional level, where the investments made can be rewarded through the potential for ‘showcasing’ of curricula, staff and institutions.

In the context of limited spending for HE, the departmental and institutional motivations for developing OERs - their potential to attract students and raise institutional profiles - are clear to see. In this context it is important to acknowledge that practices will have to be developed, to large extent, within existing budgets. Therefore, teaching, library and IT services staff buy-in and motivation to invest their own resources, will be vital, and will benefit from having actively contributed to the development of departmental / institutional planning for OER. The ADM-OER project found that a mixture of ‘top down’ institutional support and ‘bottom up’ academic understanding are key to progressing OER programmes. It is clear that greater dialogue between academic staff, IT and library services, management (heads of department) is needed to address the gap between aspiration and practice.

On balance, participants in our research were very supportive of the value of OERs and did not seem overly concerned about any additional incentives with regard to their production; the potential to

attract additional students, to improve the quality of teaching, to raise individual and institutional profiles were described as reward enough. However, the time and cost of OER creation and digitisation, as well as concerns about IPR and copyright issues, are real barriers to OER development; continued and consistent institutional support is required to assist development and maintain repositories.

In light of these issues the project aims to draw on learning from the Higher Education Academy's innovative Discipline-Focused Learning Technology Enhancement programme in which projects commence with an expressed readiness for change, and benefit from support in the form of expertise rather than significant funding. Like the DFLTEA initiative, this project proposal is based on the understanding that the potential for institutional change is rooted in institutional cultures and social processes.

### **3.3 Methodology**

The ADM-OER Project highlighted the particular value of bringing staff together; in discussion the staff felt greater dialogue between themselves, their institutions and their IT departments, would help resolve many of the challenges posed by OER practices.

#### **3.3.1 Focus Groups**

A focus group will be held in each participating department comprising a range of staff, from across all subject areas including: teaching, library services, IT services, management (HoD) and, where possible, partner FE institutions, performing arts staff and student representatives.

The scheduling of the Focus Groups will be flexible and the workpackage allows for each institution to timetable when they can hold it in order to have maximum impact and ensure a range of participants who are cognizant with the project.

The focus groups will be a mechanism to collect information about:

- Perceptions of art, design and media OERs; motivations for, and barriers to, their creation and use
- Repository facilities in place
- Technical support
- Institutional support
- Resources with OER potential

The focus groups will provide information about:

- The outputs of the ADM-OER Pilot Project that may be of value and offer guidance – intellectual property, copyright, licenses, creative commons, and metadata
- Consultancy offered by the ADM-OER Pilot Project partners, UAL, UCA and University of Cumbria, on any strategic issues
- Jorum Open – how to upload and use resources

The project manager will present collected information, in report form, back to the institution with appropriate recommendations.

### **3.3.2 Action Plans**

The designated departmental 'project leader' will draw upon the recommendations in order to work with departmental staff to develop a strategic OER Action plan. The departmental OER Action Plan will include actions to address barriers and capitalise on motivations for OER production and use and ultimately embed effective OER practices and policies. The partners will be encouraged to share the Action Plans with each other during the drafting phase through JISCmail, or a wiki to compare the development of their plans. On completion the departmental plans can be shared with the wider HE community through the project Website if the Project Partners feel it is appropriate.

A stipend of £5,000 will be made available to each participating department for activities (including the focus group) to facilitate the implementation of the OER Action Plan.

Project Letters of Agreement, to be signed by HODs, for each participating department will establish the responsibility of the departments to use the allocated funding (commissioned works) for administering the project; identifying key contacts (who will be responsible for communication within the department and the project management), timetabling focus groups and developing and implementing the strategic action plans.

In implementing their OER Action Plan, departments will be able to call on the support of the Project Manager, access the resources developed as part of the ADM-OER pilot project, and draw upon the support from the pilot project's Institutional Leaders, at UAL, UCA and UoC, who have agreed to act as consultants for the Phase 2 project.

### **3.3.3 Steering Group and Project Support**

#### **Steering Group**

*Adam Mannis:* Project Manager, UK Centre for Materials Education / **CORE** OER Phase 1 Project

*Prof. Tara Brabazon:* Professor of Media Studies University of Brighton

*Alison Crowe:* Project Manager ADM-HEA Subject Centre

*Tony Reeves:* Institutional Project Leader, ADM-OER Pilot Project, University for the Creative Arts

*Simon Allan:* CDLT, Institutional Consultant, ADM-OER Pilot Project, University of Cumbria

*Debbie Flint:* Academic Developer, ADM-HEA Subject Centre

*Stephen Mallinder:* Project Manager/Researcher, ADM-HEA Subject Centre

The Steering Group including members of the subject teaching community and institutional leaders/support staff from the ADM-OER Pilot Project, will be established with the aim of supporting the project.

The project Steering Group will be consulted with the regard to the focus group themes, questions and structure, and to assist in the development of the OER Action Plans.

#### **Project Support**

In consideration of the costs and scheduling of meetings with a large project group, much of the communication between ADM-HEA and Project Partners will be conducted electronically. However, in order to discuss the aims and responsibilities of the participants the project management will visit

each institution in the early phase of the project. The meeting will also enable preparation for the subsequent focus group.

A second meeting involving the Subject Centre and departmental participants will take place in the final months of the project to enable departments to report project progress and disseminate outcomes within their institution.

Participating departments will be required to produce a brief report detailing progress on departmental OER practice and a final project report will synthesise the outcomes and findings of all the participating departments' initiatives.

A meeting of the project management and all participating departments will be scheduled in the second half of the project to enable projects to share experiences, review progress and establish dissemination activities.

The project partners will be made aware of the available support – from the outputs and experiences of the ADM-OER Pilot Phase Project and programme support, legal, technical etc. through JISC.

### **3.4 Issues to be Addressed**

#### **3.4.1 Community of Practice**

The project aims to expand sector understandings of OERs, their creation, use and value to teaching and learning by offering support for the subject, and wider HE communities.

The project aims to promote the sharing of teaching and learning materials by not only by engaging with an extended project partner cohort but also by disseminating the project's progress and outcomes with the ADM-HEA Subject Centre's broader network through online communication, website, events and publications.

#### **3.4.2 Sustainability**

The *Practising Open Education* Project aims to encourage staff within the partner institutions to engage in meaningful dialogue at a department level in order to address the barriers and motivations to OER creation and use. In consideration of the current funding climate this is important in order to promote long-term policies and practices that ensure the release of sustainable and transparent teaching and learning resources.

The outcomes of the project are intended to offer guidance and encouragement to the wider subject community in OER production, access and use.

#### **3.4.3 Copyright and Intellectual Property**

Creative arts and media learning resources have inherent concerns regarding authorship, third-party content, copyright and intellectual property. The ADM-OER Pilot Project sought to address these at an institutional level; to clarify ownership of teaching materials, terms of employment, commercial exploitation and student work. The outcomes of the pilot phase can offer guidance to the new project partners in order to support long-term institutional policies and procedures regarding OERs.

Although the creation of 'new' resources can in some way anticipate such copyright concerns they remain a constant factor in the transmission and use of online materials. The pilot project did produce a series of documents that can offer information and recommendations: take-down policies, publisher's clearance letters, key agency guidance and contacts, together with a 'how to create an OER' flowchart, are intended to benefit the phase 2 project.

### **3.5 Scope and Boundaries**

The project, although primarily targeting art, design and media subjects, will not limit its input to these subject areas but will encourage participation from those partner institutions who support HE programmes in the performing arts – drama, music and dance.

Where the project partners have affiliated colleges that provide HE qualifications in an FE setting, these will be encouraged to attend the focus groups and contribute to the project.

### **3.6 Critical Success Factors**

Using the focus groups and 'action plans' the project will work in association with the partners in order to identify key areas that each department needs to address in order to develop OER policies and processes.

To have facilities, practices and policies in place that will ensure the sustainable release of resources beyond the period of the project.

To obtain quality assured resources across the subject areas that can be used and repurposed by the wider community.

## **4. Project Outputs**

### **4.1 Project Deliverables**

- Project Webpage hosted by ADM-HEA: [Project Website](#)
- Project Blog: [Blog Site](#)
- 'OER Action Plan' specific to each partner institution (available on completion, with partners' approval, to the wider community through the project website)
- Review of Cascade model, developed by partners and project management, and included in final report
- Partner negotiated outputs, eg. project wiki, project newsletter
- The newsletters will be published on the project website
- Additional documents, publishing clearance templates, OER guidance, copyright and IP checklists and information packs developed through the pilot and phase 2 projects
- Open Educational Resources equalling a minimum of 100 credits across the project deposited in Jorum Open and in another openly accessible location (repository facility to be identified in Action Plan (institutional research repository, Moodle or similar))
- Interim Report

- Final Report synthesising departmental reports and including review of the similarities and differences, strengths and challenges of departmental action plans.
- Journal article submitted to the *Journal of Art, Design and Communication in Higher Education*
- Conference presentations

## 5. Project Outcomes

- Department-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use.
- Discipline-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use.
- Strategies to address the specific needs, motivations and barriers at the participating departments with potential for broader application
- Effective OER practices and policies within the participating departments with potential for broader application
- A significant number of art, design and media resources for access, use and repurpose
- A raised profile for OERs across the art, design and media HE sector

## 6. Stakeholder Analysis

### Engagement with Community

The art, design and media subject community comprises staff and students working in participating departments and institutions, ADM-HEA, art, design and media higher education including partners from the ADM-OER Pilot project, and the higher education sector generally. Our primary objectives in engaging these stakeholders are:

- To secure involvement from those with relevant experience to inform the project;
- To secure input from stakeholders in the projects' activities: students, educators in art, design and media specifically and higher education generally;
- To enable the development of collaboratively developed OER policy and practice in participating departments;
- To facilitate the development of high-quality open educational resources;
- To provide information that can help the wider HE community engage with OER practice through effective project dissemination.

Stakeholder	Interest / stake	Importance	Method of Engagement: Dissemination/Evaluation
JISC	Project funder, responsible for JorumOpen repository, which will house the open access teaching learning resources made available by the project.	High	Through JISCmail, project webpages, attendance at events – conferences and workshops.
Higher Education Academy	Project promoter and co-developer. The HEA is with JISC the central funder and responsible for the national subject centres that are managing the OER	High	Through JISCmail, Elluminate sessions, project webpages, attendance at events – conferences and workshops.

	subject strands.		
ADM-HEA Subject Centre, University of Brighton	Project management. The Subject Centre will provide project management, guidance and communication, liaising with the funding bodies, participating departments and consultant support. The outcomes of the project will be disseminated to the wider subject community through the Centre's network. The Project Manager and Project Consultant wish to generate research outcomes from project findings.	High	<i>Networks Magazine</i> , ADM-HEA Weekly Bulletin, targeted email communication, reference groups, webpages, project blog, Annual Forum, Steering Group membership.
Participating Departments - Management	The departments are committing significant resources to the project in terms of staff time. They will want to see outcomes that align with their departmental aspirations and the ambitions of its staff.	High	Staff Development Days, Teaching & Learning Days, webpages, department and institution communication – email/electronic communication, newsletters, project and institutional blogs, focus groups.
Other Cascade Strand projects	Communication with the other cascade strand will allow the project's progress to be viewed and can help support each of the Cascade strand participants	High	Through JISC – Academy programme channels and through the project webpage, blog etc. where newsletters, action plans and other reports can be accessed
UK OER Phase 2 Programme	All OER project strands can access, view and comment upon the project's aims, methodologies and progress	High	Through JISC – Academy programme channels and through the project webpage, blog etc. where newsletters, action plans and other reports can be accessed
Art, Design, Media Community - HE Teaching Staff	The deliverables – resources, project reports – will benefit the wider teaching community. An enhanced understanding of motivations and barriers to OER Practice will provide institutions with a firmer foundation on which to build their own initiatives.	High	<i>Networks Magazine</i> , ADM-HEA Weekly Bulletin, targeted email communication, SC Reference Groups, webpages, project blog, Annual Forum, conference presentations and papers, workshops, journal articles, steering group membership.
Art, Design Media Community – HE Student Body	The on-line resources made available through the project will enhance the subjects' visibility, encourage engagement with curriculum content for students and for potential students wishing to enrol on art, design and media courses.	High	Targeted email communication, Subject Centre Student Engagement schemes and projects.
ADM-OER Pilot Project partners	Partners from the ADM-OER project will have an interest in showcasing their expertise. The project has an interest in drawing on this expertise.		JISMail, project webpages, project blog, participation in Steering Group.

The General HE Community	Open access to teaching and learning tools outside the subject area will promote greater inter-disciplinary engagement.	Medium	<i>Networks Magazine, ADM-HEA Weekly Bulletin, targeted email communication, webpages, project blog. Links through HEA media – webpages, JISCmail, conferences and presentations, journal articles.</i>
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## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Retaining project partners	3	2	6	The project has specifically targeted individuals, departments and institutions who had expressed a wish to participate in OER initiatives (with no financial incentive). The larger number of partners will mean if one is lost it will not damage the overall project outcomes. The ADM-HEA Subject Centre will send a call out to the network if it is believed additional partners are required.
Staffing – retention problems	2	2	4	The project is structured in a way to minimise the pressure placed upon the partners. Key individuals will be required to coordinate the project within their own institution but greater emphasis is placed upon collective responsibility within the partner institutions in order to develop OER practice. Roles and responsibilities will be negotiated within departments during the course of the project. This will mean that more time can be given to developing them appropriately.
Staffing - skills: Project staff having the appropriate knowledge and understanding of issues in OER creation	2	3	6	The project is intended to encourage collaboration within the project institutions and between project partners to ensure sharing of expertise. The institutional partners will work with the appropriate staff to release resources. The resources created through ADM-OER Pilot Project are available as guidance and support. JISC support is recommended to support specific technical and legal concerns.
Communication: ensuring project partners are effectively informed of project aims, methodologies, milestones, outcomes and support.	2	2	4	The ADM-OER JISC List was established for the pilot phase, new project partners can be added to the list. A timetable has been outlined to the partners; start-up visits to each institution have been scheduled to clarify project expectations and responsibilities. A project JISCmail list has been established for partners and steering group members. A project Newsletter has been setup for monthly project updates A Project Blog which archives key documents and papers from the pilot phase has been established. The project webpage, with key information and documents including project newsletters and updates is in place. All partners will be encouraged engage with these and to

				contribute and share information with each other and the project management.
Organisational – project timetable	<b>3</b>	<b>1</b>	<b>3</b>	The lead-in time for the project will ensure more time to establish schedules. The timetable schedule includes three key days at each institution: the first will be a start-up meeting to clarify aims and responsibilities; the second to conduct a focus group-workshop to establish the draft 'action plan' parameters; the third will be report on project progress and findings.
Resources – to ensure sufficient creation of OERs	<b>3</b>	<b>2</b>	<b>6</b>	The project aims to harvest available resources as OERs for institutional repositories (or similar) and Jorum. Each department will be expected to release the equivalent of 10-15 credits although it is anticipated that some institutions will create more than others and the total numbers of OERs will be considerable. The pilot phase produced a range of resources that give guidance to OER creation. The further aim of the project is for the partners to establish effective policies and procedures that ensure the long-term release of sustainable resources beyond the life of the project.
Technical: the project partners have the appropriate technical knowledge and skills for the release of OERs	<b>3</b>	<b>2</b>	<b>6</b>	The project aims to establish the most appropriate strategies for OER practice in order to meet departmental ambitions and build upon existing capacity. The pilot project provided different repository models and a range of OERs; the participating departments will be encouraged to discuss the options. The start-up discussions with the partners have ensured the focus groups and subsequent Action Plans include technical support staff within the department. All metadata information and standards utilised in the pilot phase can be implemented.
Legal: the project partners have the appropriate legal support for the release of OERs	<b>2</b>	<b>2</b>	<b>4</b>	The start-up discussions with the partners have ensured the focus groups and subsequent Action Plans include legal services support staff within the department where required. The pilot project created a range of IPR and Copyright resources, guidance and links. These, together with current institutional frameworks, will support the project partners. All resources will be produced for use with creative commons licenses. Information provided by VADS and the earlier KULTUR Projects will offer specific art, design and media focused advice. Further legal consultation will be sought through JISC Legal if necessary.

## 8. Standards

Project partners will utilise standards outlined by the funders. The Project Manager will broker involvement with, and encourage partners, to take advice from JISC CETIS on technical and metadata issues.

## 9. Technical Development

The project will work with the partner institutions including IT Services to establish the most appropriate institutional digital repositories. The project will also follow the guidelines set down by JISC to deposit and tag the resources in regard to the resources deposited centrally into Jorum Open. The Project Manager will broker involvement with, and encourage partners, to take advice from JISC CETIS on technical and metadata issues.

## 10. Intellectual Property Rights

The project aims to support departments / institutions in developing effective policies and procedures in order to provide a sustainable flow of teaching and learning resources. The project will use the findings and resources from the pilot phase; clearance letters, takedown policies, IP and copyright guidance, to support the partners in developing their own policies for the sustainable release of art, design and media resources. The project will operate under creative commons licenses, the key conditions being *attribution-non-commercial-share alike*. (<http://creativecommons.org/>)

The Project Manager will further broker involvement with, and encourage partners, to take advice from the OER IPR Support Team on IPR issues.

## ***Project Resources***

## 12. Project Management

### **Higher Education Academy-Art, Design, Media Subject Centre (ADM-HEA)**

Responsible for managing the project, the Subject Centre will co-ordinate, facilitate and report upon the tasks undertaken by partner institutions. The Subject Centre team in collaboration with the institutional leaders will articulate and disseminate the project's objectives, progress and final outcomes. It will be the role of the Centre to establish clear mechanisms for communication with the partner institutions, the steering group, and the funding bodies. It will submit budgets, establish agreed timelines and finalise the consortium agreement. The centre will advise, map and report upon IPR / copyright procedures and third party issues. It will disseminate directives with regard to technical requirements and the JorumOpen repository.

The project will be managed by Stephen Mallinder based at the ADM-HEA Subject Centre. He will be supported in this by Debbie Flint (Academic Developer), with additional support where necessary Alison Crowe (ADM-HEA Projects Manager), as member of the Steering Group, and Jenny Embleton

Project Acronym: Practising Open Education

Version: Final Project Plan

Contact: Stephen Mallinder (Project Manager) s.w.mallinder@brighton.ac.uk

Date: 30 October 2010

(ADM-HEA Administrator). The project will utilise the JISC project management guidelines. The Project Manager will:

- Coordinate project activities; develop detailed project plan, structure agreements with participating departments and maintain the schedule.
- Coordinate project dissemination; establish a project webpage and a project blog.
- Arrange for appropriate means of communication between the partners – including electronic mail, Skype, JISCmail
- Establish Steering Group - group function and strategy
- Schedule, structure and conduct focus groups
- Write Focus Group reports
- Support participating departments in developing an 'OER Action Plan'
- Provide appropriate advice and guidance through outcomes of pilot phase; facilitate support from project consultants
- Manage project budget
- Synthesise departmental reports to produce interim and final reports
- Produce any additional project reports, documents and journal articles

A designated departmental project leader, at each of the participating institutions, will be responsible for communication within the department and the project management, timetabling focus groups, developing and implementing the strategic action plans. Funding available to the participating departments may be used to buy out staff time in order to support these tasks.

### **University of Brighton**

*Project Manager (PM) - Stephen Mallinder* has recently been engaged as the Project Manager for the Art Design Media-Open Educational Resources (ADM-OER) and co-wrote and researched the recently published *Looking Out: Effective Engagements with Art, Design and Media Higher Education and the Creative Industries* - a joint project between the Department of Culture, Media and Sport and ADM-HEA investigating the range and nature of types of Higher Education and Creative Industry engagements (<http://www.adm.heacademy.ac.uk/projects/adm-hea-projects/looking-out>). He has recently completed a PhD in Cultural Studies, Murdoch University, Australia and has taught on undergraduate and post-graduate Media and Cultural Studies programmes both in the United Kingdom and Australia.

The Project Manager will be responsible for setting up the project infrastructure – webpages, blogs, and communications strategy - establishing appropriate reporting strategies (institutional visits, partners' meetings, telephone and electronic communication) to evaluate the project's processes and assess the effectiveness of the Action Plans in developing sustainable practices and policies for the long term release of OERs. The Project Manager will: schedule, structure and undertake research for the focus groups; provide support and advice for the partners on copyright / IPR issues, Jorum Open and the wider OER project, and will be responsible for the submission of project plans, interim and final reports.

*Internal Consultant - Debbie Flint* is an Academic Developer at ADM-HEA where she co-edits the Subject Centre magazine, *Networks*. Prior to joining the Centre, Debbie taught Cultural Studies on a range of practice-based art and design programmes. Debbie has contributed to several projects relating to technology enhanced learning including the JISC-funded project Distributed e-learning an art, design and media: <http://www.adm.heacademy.ac.uk/projects/adm-hea-projects/distributed-e->

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[learning-in-art-design-media](#), Discipline-focused Learning Technology Enhancement Academy and the pilot Open Educational Resources in Art, Design and Media project.

Debbie will advise on project processes, for example, focus group research and project evaluation. Debbie will also facilitate focus groups and assist focus group reporting and recommendations.

[D.Flint@brighton.ac.uk](mailto:D.Flint@brighton.ac.uk)

### 13. Project Partners

#### **(i) Leeds Trinity University College – Department of Media Film and Culture**

Undergraduate courses in film, television and media with combined programmes in English and marketing. Courses incorporate academic and production components with 12-week professional work placement schemes.

[Department Information](#)

**Key Project Contact:** Chrissie Poulter – Head of Media Film and Culture.

**Biography:** [Chrissie Poulter](#)

**Email:** [c.poulter@leedstrinity.ac.uk](mailto:c.poulter@leedstrinity.ac.uk)

#### **(ii) Bucks New University – School of Design and Craft**

Part of the Faculty of Design, Media and Management, the School of Design and Craft offers creative industries courses that include textiles, video production furniture design and music management

[School Information](#)

**Key Project Contact:** Ray Marrs - Principle Lecturer and Employability/Enterprise coordinator

**Biography:** Principle Lecturer and Employability/Enterprise coordinator in The Faculty of Design, Media and Management at a Buckinghamshire New University. Previous roles within the University have included the development and leadership of internationally recognised BA (Hons) programmes in Textiles & Surface Design, Printmaking and Fine Art. He has been external examiner/advisor to numerous Fashion Textiles and Surface Design courses in the UK and Europe, selected as a QAA reviewer and currently part of the executive steering group for The Association of Fashion and Textiles Course's (FTC).

For many years Ray has been proactive with professional organisations including The Royal Society of Arts, where he has authored design briefs and formed part of the judging panel for the renowned Student Design Awards. Other long-term passions have included pioneering work in advocating the importance of effective preparation of creative's for the professional workplace. This has included organising International seminar panels as part of major trade shows such as Surtex and ICFF in New York and regular participation as a panel member for the New Designers Exhibition prepare seminars.

Ray was also one of the first consultants in Business and Professional curriculum development to the ADM-HEA. Currently he is part of the core delivery team and mentor for The NCGE Flying Start

programme. In addition to this Ray has worked on The Coach in a Box entrepreneurship programme with NESTA. Throughout his career a close link with the Design industry has been maintained through active freelance and consultancy activity including exhibiting and networking at over 40 International trade shows in New York, Frankfurt and Paris. This has been pivotal in informing and underpinning important academic decisions and developments both from institutional and personal perspectives.

**Email:** [ray.marrs@bucks.ac.uk](mailto:ray.marrs@bucks.ac.uk)

### **(iii) De Montfort University – Faculty of Art and Design**

The Faculty offers undergraduate programmes that include animation, textiles, fashion, furniture and product design. Foundation degrees in creative design and production programmes are offered at associated colleges – Leicester College and North Warwickshire and Hinckley College.

[Faculty Information](#)

**Key Project Contact:** Tina Barnes Powell - Head of Postgraduate Studies and Learning and Teaching Enhancement

**Biography:** Key teaching areas include” research methods; reflective practice; design process; culture and life styles; professional and inter-personal skills; post-graduate research supervision.

Head of Design Theory and Innovation/Head of Quality Enhancement, Learning and Teaching and Acting Head of Department Design Management and Communication.

Course Leader BA (Hons) Design Management and BA (Hons) Multimedia Design and Member of the European Design Academy, The Design Management Institute and Women in Higher Education Network

Tina is has presented papers at the last five CLTAD International Conferences

**Email:** [tbp@dmu.ac.uk](mailto:tbp@dmu.ac.uk)

### **(iv) Kingston University – Faculty of Art, Design and Architecture**

The Faculty incorporates a range of schools that include: art and design history; communication design (graphic design, illustration & animation, filmmaking,); 3-D design (fashion, product, furniture, interior/spatial, and set design) and fine art.

[Faculty Information](#)

**Key Project Contacts:** Bernadette Blair - Director of Academic Development and Reader in Studio-based learning & teaching.

Lucy Renton - Principal Lecturer and Faculty Blended Learning Leader

**Biography:** [Bernadette Blair](#)  
[Lucy Renton](#)

**Email:** [B.Blair@kingston.ac.uk](mailto:B.Blair@kingston.ac.uk)

[L.Renton@kingston.ac.uk](mailto:L.Renton@kingston.ac.uk)

**(v) University of Southampton – Winchester School of Art**

An extensive range of undergraduate and post-graduate programmes including: painting, printmaking, sculpture, fashion, textile design - knit, print and weave - new media, graphic design, illustration, design management, advertising design and photography.

[School of Art Information](#)

**Key Project Contact:** Adam Procter – Technical Services Officer

**Biography:** TBC

**Email:** [adam.procter@soton.ac.uk](mailto:adam.procter@soton.ac.uk)

**(vi) University of Hertfordshire – School of Creative Arts**

Working in close association with industry the school offers undergraduate and post-graduate qualifications including 2D and 3D design, fashion, film, television, music composition, technology and management.

[School Information](#)

**Key Project Contact:** Ashley Pinn – University Fellow and Principle Lecturer. Faculty Disability Coordinator

**Biography:** [Ashley Pinn](#)

**Email:** [a.j.pinn@herts.ac.uk](mailto:a.j.pinn@herts.ac.uk)

## 14. Programme Support

It is anticipated that the two key areas for programme support will be guidance in IPR/Copyright and technical issues. The project intends to take advice from JISC CETIS and the OER IPR Support Team.

## 15. Budget

See Appendices

## 16. Workpackages

See Appendices

## 17. Quality Plan

The project goal is for partners to work closely with departmental/faculty staff to ensure the materials currently available and to be released for open access are quality assured teaching-learning materials. The project management will discuss with the partners whether the resources

are existing and quality assured materials or new resources that ensure QA standards are adhered to.

<b>Output</b>	Project web page for JISC / HEA Project web page hosted by ADM-HEA				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
October 2010	Compatible with JISC/HEA and ADM web standards	Follow standards and guidelines provided by JISC/HEA and ADM	Response from JISC/HEA and ADM	PM	

<b>Output</b>	Focus Group Reports – where agreed by partner these will be openly available				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
November 2010 – January 2011	An appropriate report produced by Project Management detailing the outcomes of the focus groups and current partner practices and policies	To use the focus groups as a means of identifying current staff practices and policies. Project Management will follow up the group sessions with additional enquiries from partner institutions where necessary	All institutions are able to engage in dialogue through focus groups and feedback additional information effectively.	PM / ILs	

<b>Output</b>	ACTION PLAN for partner institutions in order to provide targeted support for OER creation, uploading and use - where agreed by partner these will be openly available				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
January – April 2011	An appropriate plan can be effectively implemented by the partner institutions	To use the focus groups as a means of identifying current staff practices and policies and drawing upon the subsequent report the	The institutional leaders will negotiate with project management to help identify most appropriate areas to target regarding OER creation and use	PM / ILs	

		partners will seek to identify key areas, and project funds, to maximise OER potential			
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<b>Output</b> The use of existing institutional/departmental repositories, or the creation of new repository facilities suitable to house identified resources					
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
January - April 2011	That repositories are appropriate for use on art, design and media UG programmes and comply with QA standards.	Partner institutions to work with teaching and support staff to ensure repository is suited to house materials. Steering Group members will include institutional staff from pilot ADM-OER Project who are able to offer advice on repository development.	The resources available can be accessed, used and repurposed in a manner, which does not divert from traditional teaching strategies on UG programmes.	ILs	

<b>Output</b> The depositing of identified resources in the JorumOpen repository					
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
January – August 2011	Ensuring the resources are appropriate for use on art, design and media UG programmes and comply with QA standards. All resources	To follow the guidelines established at the institutional level and populate the Jorum Open repository with QA teaching-learning materials used on art, design and media UG programmes.	To follow guidelines detailed by JISC and ensure the resources available can be accessed, used and repurposed in a manner, which does not divert from traditional teaching strategies on UG	ILs	

	and metadata will be tagged as UKOER and the CETIS phase 2 project specific tag with details of release date, authorship and resource title.		programmes.		
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## 18. Exit and Sustainability Plan

The project aims to work with participating departments in order to help 'seed' OER policies, practices and understandings within the host institutions. The objective is to help promote long-term sustainable strategies that encourage the creation and use of OERs. The ADM-OER project showed, through the development / modification of participating institutions' policies, that an approach that capitalises on departmental / institutional ambitions works. The project findings will be synthesised to produce the project reports and additional journal articles that can be drawn upon beyond the funded period. The resources will be uploaded into institutional repositories and Jorum Open for continuing access and use.

Project Outputs	Action for Take-up & Embedding	Action for Exit
A range of teaching-learning resources deposited into the central Jorum Open Repository.	A central repository that aims to be established as key point of access for HE resources	To have established processes for the continued embedding and tagging of resources and templates for metadata
Establishing portals on institutional websites where resources can be globally accessed		To have established processes for the continued embedding and tagging of resources and templates for metadata
Specific web pages and links (on the Subject Centre and partner institutions) to Jorum Open and institutionally held resources to outline project objectives and outputs.	Weblinks will be maintained in order to update the processes and indicate the range of resources that can be accessed	Maintain weblinks to project, Jorum Open
Project Webpages – both the Pilot Webpage and the Phase 2 Webpage	The pages set-up by the ADM-HEA Subject Centre	The page will be maintained by the ADM-HEA Subject Centre to provide continual support to

containing resources, documents, newsletters and outputs from projects		subject and HE communities in OER creation and support
Project Blog	The pages set-up by the PM	The page will be maintained by the ADM-HEA Subject Centre to provide continual support to subject and HE communities in OER creation and support
Interim and Final Reports	The project anticipates that the staged reports and outlining of project procedures will provide guidelines for future OER initiatives.	The project's Final Report will provide an appropriate summary of the phase 2 project

## APPENDICES

### A. Workpackages

#### GANT CHART

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>1: Project Planning and Start Up</b>													
<b>2: Project Focus Groups</b>													
<b>3: Project Partners' Action Plans</b>													
<b>4: Delivery of Action Plans and OER Identification and Release</b>													
<b>5: Evaluation - Review of Project Methodology</b>													
<b>6: Dissemination</b>													
<b>7: Final Report</b>													

Activity	Start Date	Latest Completion Date	Outputs	Responsibility
<b>WORKPACKAGE 1: Project Planning and Start Up</b>  <b>Objective:</b> To establish clear, shared understandings of project aims, methodologies, outcomes and outputs. Put project communication strategies in place.				
1. Steering Group established	1 <sup>st</sup> Sept 2010	30 <sup>th</sup> Sept 2010		PM
2. Institutional visits by project management to partners	1 <sup>st</sup> Oct	15 <sup>st</sup> Nov	Verbal report written up – comments to be included in interim/final reports	PM
3. Final Project Plan sent to partners	1st Nov	14 <sup>th</sup> Nov		PM
4. Letters of agreement drafted	1 <sup>st</sup> Nov	1 <sup>st</sup> Dec	Letter drafted and forwarded to Legal Services – University of Brighton and project partners	PM/Institutional Representatives
5. Letters of Agreement finalised	1 <sup>st</sup> Dec	16 <sup>th</sup> Dec	Signed and forwarded to funders	PM/Institutional Representatives
<b>WORKPACKAGE 2: Project Focus Groups</b>  <b>Objective:</b> To schedule group sessions with partners. To enable PM to outline project objectives and processes. To generate department-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use.  To further develop discipline-specific understandings of art, design and media OERs; motivations for, and barriers to, their creation and use and identify key areas of support for each participating departments. To establish reporting process for focus groups.				
1. Focus Group Plan and Schedule	1 <sup>st</sup> Oct	15 <sup>th</sup> Nov	Focus Group	PM

designed			information – make-up, themes, aims and structure sent to partners and steering group. Available as PDF on project website.	
2. Focus Groups scheduled	24 <sup>th</sup> Nov	31 <sup>st</sup> Jan 2011	Focus groups timetables to partners	PM/Institutional Representatives
3. Focus Group Reports sent to partners	30 <sup>th</sup> Nov	28 <sup>th</sup> Feb 2011	Focus Group reports and recommendations produced and sent to partners. Used as reference for final reports	PM
4. Partners feedback on reports	30 <sup>th</sup> Nov	28 <sup>th</sup> Feb 2011	Feedback added to report, shared with partners. Used as reference for final reports	Institutional Representatives
<p><b>WORKPACKAGE 3: Development of Project Partner Action Plans</b></p> <p><b>Objective:</b> To assist project partners in developing an appropriate ‘Action Plan’ that enables each department to target key areas and develop suitable strategies for OER engagement, creation, release and use.</p>				
1. PM Reports of Focus Group outcomes sent to partners	Nov 2010	Feb 2011	Focus Group reports and recommendation produced and sent to partners. Used as reference for final reports	PM
2. Email and telephone dialogue to assist in supporting partners on key areas	Nov 2010	Feb 2011	Reports to partners documenting communication	PM
3. Action Plans Drafted	Feb 2001	March 2011	Action Plans drafted including key areas to be targeted, strategies implemented, resources available to project identified. Repository facilities, or strategies for development, confirmed	Institutional Representatives

3. Action Plans finalised	March 2011	April 2011	Reports drafted, written and approved by PM and institutional partners. Include budget to identify how funds will be used in strategic plan	PM/Institutional Representatives
4. Action Plans shared by project partners	Feb 2011	April 2011	Using JISC list Action Plans shared by partners and Steering Group	PM/Institutional Representatives
5. Amendments to Action Plans	Feb 2011	April 2011	Amended plans shared and, if agreed by partner institution, to wider subject and HE community through website	PM/Institutional Representatives /Steering Group
<b>WORKPACKAGE 4: Delivery of Action Plans, OER Identification and Release</b>  <b>Objective:</b> Project partners with support of PM to deliver agreed Action Plan				
1. Project Group Meeting – All project partners and Steering Group members	1 <sup>st</sup> March 2011	1 <sup>st</sup> May 2011	Report of meeting sent to all partners and disseminated externally	PM
2. Institutional Visits	1st May 2011	30th <sup>st</sup> June 2011	Report of meeting to individual partners by PM	PM/Institutional Representatives
3. Implementation of Action Plans	Feb 2011	Aug 2011	Using available project funds partners to target areas identified in Action Plans. Implementation of agreed strategies that support institutional repository facilities and release the OERs identified by project partners	PM/Institutional Representatives
4. Upload resources into institutional/departmental repository	Jan 2011	Aug 2011	Resources uploaded by partners	Institutional Representatives
5. Upload resources to Jorum Open	Jan 2011	Aug 2011	Resources uploaded by partners	Institutional Representatives
6. Upload resources into Institutional Repository	Feb 2011	Aug 2011	Resources uploaded by partners	Institutional Representatives

<p><b>WORKPACKAGE 5: Evaluation</b></p> <p><b>Objective:</b> To review the effectiveness of the project methodology. To assess the suitability of the Action Plan in targeting departmental requirements in fulfilling potential for sustainable OER creation and use.</p> <p>NOTE: The project management will undertake the project evaluation, assessing the Cascade model - the effectiveness of the methodology - and the progress made in meeting the partners' aims identified in the Action Plans. The meetings and electronic communication will be logged and, together with the Focus Groups reports, Actions Plans and partners' final reports, will be used to draft the programme's interim and final reports.</p>				
<p>1. Project Management Report</p>	<p>Continuo us</p>		<p>Lead institution will record project processes as a log and this will be used as a reference for interim and final reports. Correspondence with partners can be included and used as evaluation tool. Key milestones will be added to Project Newsletter and on Project Blog</p>	<p>PM</p>
<p>2. Face-to-Face meetings</p>	<p>Continuo us</p>		<p>Institutional visits and project group meeting to be written as reports</p>	<p>PM</p>

3. Telephone Discussions	Continuous		Data used as reference for final reports	PM
4. Steering Group Feedback	Continuous		Steering Group members will receive and can comment upon communication with partners, through JISCmail, on key project outputs (Focus Group outline, Action Plans, reports) which can be included in reports	Steering Group
5. Focus Group Reports	30 <sup>th</sup> Nov	28 <sup>th</sup> Feb 2011	Reports of focus group findings, shared with partners and used as reference for final reports	PM/Institutional Representatives
6. Action Plans	Feb 2011	April 2011	Drafted by partners, and shared - used as reference for final reports	Institutional Representatives
7. Amended Action Plans	Feb 2011	April 2011	Enabling all project partners and Steering Group to evaluate and feedback on Action Plans	Institutional Representatives /Steering Group
8. Project Group meeting	1 <sup>st</sup> March 2011	1 <sup>st</sup> May 2011	Discussion regarding evaluation. Informal collection of data.	
9. Project Partner Reports	June 2011	1 <sup>st</sup> August	Drafted by partners – enable partners to reflect and report on project processes and outcomes.	Institutional Representatives
<b>WORKPACKAGE 6: Dissemination</b>  Objective: To share with project partners, subject community, HE community and other key stakeholders the aims, processes and outcomes of the project.				
1. Media Education Summit, City of Birmingham University: Conference Presentation introducing the project	7 Sept 2010		Presentation slides made available through project blog	PM
2. Project JISCmail set up	1 <sup>st</sup> September 2010	30 <sup>th</sup> September 2010		PM

3. Project webpage on JISC / Academy website including project plan	1 <sup>st</sup> September 2010	30 September 2010	Mechanism for dissemination of project aims and strategies to wider HE community	PM
4. Project website at ADM-HEA	1 <sup>st</sup> September 2010	30 <sup>th</sup> September 2010	Mechanism for dissemination of project aims and strategies to project partners and subject community	PM
5. Project Blog set up	1 <sup>st</sup> September 2010	30 <sup>th</sup> September 2010	Mechanism for dissemination of project aims and strategies to project partners, subject and wider HE community	PM
6. Project Newsletter set up	1 <sup>st</sup> September 2010	1 <sup>st</sup> October 2010	Monthly newsletter to partners with updates and partner contribution. Posted on project website as PDF	PM
7. <i>Networks Issues 12-14</i> : ADM-HEA Subject Centre tri-annual publication	31 <sup>st</sup> August 2010	31 <sup>st</sup> August 2011	Publication to provide key information on project to subject community. The <i>Networks</i> publications are available in hard copy (4,000 print run), downloadable PDF and navigable online version.	PM
8. ADM-HEA Subject Centre online bulletin	Continuous		Fortnightly bulletin to provide information and updates on project to subject community	PM
9. Art and Design, and Media and Communications Reference Groups and Subject Centre Management Advisory Board	Oct 2010	Jan 2011	Information on project aims, outcomes and progress presented reference groups and advisory boards to assist dissemination to subject community	PM
10. Research Group Presentation – Leeds Trinity	20 <sup>th</sup> Sept		Presentation slides made available to institution	PM
11. Journal article - To articulate perceptions of 'openness' in regard to OERs, the impact of the pilot phase project and shaping of Phase 2 project	Oct 2010	Feb 2011	Journal article – currently being drafted and co-written. The journal information	PM/Internal Consultant Debbie Flint/ Steering Group

objectives			disseminated through subject community network and if possible as online publication	member Simon Allen
12. Journal article – Journal article assessing key themes of Phase 2 project	Aug 2011	Nov 2011	Article to provide contextual view of project to wider community. The journal information disseminated through subject community network and if possible as online publication.	PM/Internal Consultant Debbie Flint
13. Presentations to other HEIs	Jan 2011	June 2011	A number of HEIs, other than the project partners, have requested departmental presentations which outline the processes and findings of the pilot and phase 2 projects – slide made available through website.	PM
13. Conference presentations	Jan 2011	August 2011	Slides made available to wider community from any appropriate conferences	PM/Internal Consultant Debbie Flint
14. Teaching & Learning / Staff Development Days	Continuous		Information and updates on project provided within participating institutions through electronic mail and websites	Institutional Representatives
<b>WORKPACKAGE 7: Interim and Final Reports</b>  <b>Objective:</b> To submit report on project progress (Interim) processes, outcomes and analysis (Final)				
1. Interim Report		March 2011	Report submitted to funders and shared by partners	PM
2. Project Partner Reports	June 2011	1 <sup>st</sup> August	Reports submitted to PM by project partner leaders	Institutional Representatives
3. Final Project Report		31 <sup>st</sup> August 2011		PM

Project Acronym: Practising Open Education  
Version: Final Project Plan  
Contact: Stephen Mallinder (Project Manager) s.w.mallinder@brighton.ac.uk  
Date: 30 October 2010