HEA/JISC Grant Funding 10/11

Programme: UKOER Phase 3	
Name of and number of strand: Strand 4 - OER Themes	

Name of Lead Institution:	Sheffield Hallam University
Name of Proposed Project:	**Digital Futures in Teacher Education**
Name(s) of Project Partners(s) (except commercial sector – see below)	University of Sheffield 8 Secondary and 2 Primary schools in South Yorks (tbc) Yorkshire and Humber Grid for Learning (YHGfL) Sheffield Children's Festival UK Literacy Association (UKLA)
This project involves one or more commercial sector partners **YES**	**Name(s) of any commercial partner company (ies)** Learning Connections Smart Assess

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Length of Project:	12 months		
Project Start Date:	3 October 2011	**Project End Date:**	2 October 2012

Total Funding Requested:	

Funding requested from programme broken down across Financial Years (April-Mar)

April 11 – March 12	**April 12 – March 13**
£101,890	£94,782

Total Institutional Contributions:	£168,710

Outline Project Description

The aim of this project is to produce an open textbook 'Digital Literacy (DL) for Open and Networked Learning' based upon two strands of development that are mutually reinforcing: the first is to create materials for a module accredited by the two partner HEI for trainee teachers on their PGCE courses, in line with the HEA Professional Standards Frameworks and the Professional Standards for Teachers, involving the (re)use of OERs and associated pedagogical design; and the second is to develop guidance on practice in teaching and learning in the school sector involving digital literacy. A framework for the effective embedding of this curriculum and pedagogy will be established, using regional support networks for schools, Creative Industry partners and building on existing dissemination activities. A key goal is to raise the status and quality of teaching and the level of digital literacies and the (re)use of OERs in the teaching workforce.

I have looked at the example FOI form at Appendix A and included an FOI form in this bid	**YES**
I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B	**YES**
For FE institutions only: Please tick this box if you are an FE institution in England, please tick this box to confirm that you meet the eligibility requirement of teaching HE to more than 400 FTE	Y

1. Appropriateness and fit to programme objectives and overall value to the community

1.1 Introduction/summary

This proposal is submitted by Sheffield Hallam University (SHU) and includes a partner university, The University of Sheffield (TUOS), the Sheffield Children's Festival (non-profit making) and a regional broadband consortium, Yorkshire and Humber Grid for Learning (YHGfL). Commercial sector partners in creative industries / digital technologies (Learning Connections and Smart Assess) are included and the project has the support of the UK Literacy Association (UKLA), a registered charity focussed on the advancement of education in literacy. The purpose of the project is to develop an open textbook in digital literacy for teachers and teacher educators, addressing the opportunities and challenges of using digital technologies for learning and the levels of digital literacy needed to make this effective. It will harness the potential of OERs to address these issues and develop a module accredited by the two partner HEI for use within their PGCE courses, and a set of open educational resources (OERs) for digital literacy refined in HE and school setting, including a toolkit comprising learning activities, guidance on pedagogical planning, and a set of case studies on the (re)use of OERs in learning, teaching and assessment (LTA). The project has the following aims:

- To release OERs which address the opportunities and challenges of creative and innovative uses of digital literacy in the context of the school and teacher education sectors
- To explore cross-sector partnerships in the context of OER (re)use
- To encourage reflexive practice and embed OERs within professional development of future and in-service teachers, including those in FE and HE.
- To engage learners across different ages, stages and competences (PGCE students, learners in secondary/primary schools, HE tutors, in-service teachers) in contributing to OER release/production and through that process to enhance their digital literacy skills
- To explore innovative models of OER release and publishing
- To conduct dissemination activities which will encourage wide-ranging cross-sector collaboration through local voluntary and creative industry organisations, and professional associations in dissemination efforts

1.2 Rationale for the project

The development of this proposal has arisen as an outcome of strong joint working between Sheffield Hallam University and the University of Sheffield through the HEFCE funded *Leading Transformational Change* Project. One strand of this initiative is the Learning Futures (ILF) pilot that has worked in the last 6 months with 4 regional schools developing resources and pedagogy to support digital literacy. The project considers digital literacy to be a blend of ICT, media and information skills and knowledge situated within academic practice contexts while influenced by a wide range of techno-social practices involving communication, collaboration and participation in networks[1]. It is not only an important entitlement for all young people in an increasingly digital culture but an essential component of the skill set of 21st century workforce and citizenship[2]. There is a pressing need for teachers to engage with digital literacy throughout education, and increasingly the skills and experience that learners (and their teachers) have or need is changing and the baseline is being raised. The digital technologies available to secondary students will continue to evolve alongside a greater expectation of the skills of teachers and the kind of learning resources they will encounter in further and higher education. Whilst there have been two phases of OER funding for HE to date, there remains little coordinated development of resources for the school sector. Since the demise of BECTA in 2010 there has been less support in this area. What remain are the regional networks that have formed around broadband consortia to work with local authorities to provide resources, advice and continuing professional development, and the pockets of excellent practice that arise from the school partnerships that have emerged from the relationship between HEI training providers and the school sector. Serving these constituencies are the creative industries/digital technologies, small and medium enterprises that produce materials and provide support, and the voluntary/non-profit making organisations that encourage schools to develop and disseminate their work and the activities of their pupils. Furthermore

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[1] JISC Design Studio (2011), Digital literacies anatomy,
http://jiscdesignstudio.pbworks.com/w/file/40474828/Digital%20literacies%20anatomy.pdf
[2] Futurelab (2010), Digital literacy across the curriculum,
http://www2.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf

professional development in new pedagogies facilitated by digital technology is still patchy and, in terms of the potential of new social media for learning, relatively unaddressed. The development of an open textbook on digital literacy for learning and teaching in changing contexts will bridge this gap by realising pedagogical design with and for digital literacy that will address modification, scaling and flexibility required to allow for age, stage and competence in the use of digital technology and OERs.

1.3 Project methodology

This project will adopt a participatory methodology that is embedded within a framework of communities of practice, building on methodology developed in the context of previous C-SAP (Higher Education Academy Subject Centre for Sociology, Anthropology and Politics) projects within the UKOER programme which emphasised reflection in the process of learning about OERs[3]. In the context of the "Digital Futures" project we will create opportunities for project participants who are practising/trainee teachers to reflect critically on their practice and their creative engagement with new technologies. This will take place through a series of tasks set by the project team that will encourage participants to reflect on the principles of open sharing and to engage in practical tasks such as video-sharing through the project wiki. Overall, engagement with Web2.0 tools will be used to encourage project participants to reflect on and capture their learning process, interact with others and foster a community of practice. One aim of this is to enable teachers to be more aware of the underlying pedagogical assumptions that are often implicit in the use and reuse of OERs. It is also likely that these strategies will prove beneficial to young people's learning, exposing them to the reflexive nature of participative approaches to learning and encouraging them to be active and independent learners.

1.4 The fit with HEA strategic aims

The project will: identify, develop and disseminate evidence-informed approaches *through the investigation by the core team and the partners into practice with, and the pedagogy of, digital technologies;* broker and encourage the sharing of effective practice *between teachers, trainees, tutors and the partners, and with and between the young people involved in schools;* support universities and colleges in bringing about strategic change *by examining, and identifying generic aspects of digital literacy and the (re)use of OER, that are transferable to other learning and teaching contexts across age, stage and competence;* inform, influence and interpret policy *through the dissemination of methods, findings and outputs to other regional consortia, school sector networks and the HEA*; and raise the status of teaching *by addressing the means by which OERs and digital technology can be applied effectively and the professional development of teachers to achieve an appropriate level of digital literacy, mapped to the Professional Standards for Teachers and the HEA Professional Standards Framework (PSF).*

1.5 Contribution to the programme as a whole and to the JISC / HEA community

The project will contribute to phase 3 of the UKOER programme and the JISC / HEA community by:
- Bringing together a collection of open licensed resources focusing on challenges related to the theme of digital literacies for use by a wide range of stakeholders within the school/teacher training sector.
- Seeking to engage a wide range of stakeholders to understand the pedagogic potential of OER, including practitioners, students (HE and school sector), educational developers and voluntary sector
- Building on lessons learnt in previous phases of UKOER programme and directing partners to the best practice developed and cascaded in the context of UKOER phase 1 and 2 (e.g. JISC OER infokit, phase 2 cascade frameworks, and phase 2 OMAC projects in terms of developing OERs for CPD)

As a result, the benefits of the project to the sector, lead institution and partners will be:
- A significant increase in the open availability and use of free high quality online resource on key areas of digital literacy(ies) within the school and teacher training sector
- An innovative approach to releasing OERs in the open textbook format which will support innovative and flexible curricula

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[3] For more information about the pilot project "C-SAP, Opening up Resources for Learning and Teaching in the Social Sciences" see http://www.c-sap.bham.ac.uk/oer/index.html. More information about the C-SAP phase 2 project "Cascading Social Science Open Educational Resources" is available from cascadeoer2.pbworks.com

- A wealth of expertise on releasing OERs in the context of cross-sector collaborations with non-HEI based partners

1.6 Project outputs

The main output of the project will be in the form of an open textbook, accompanied by rich Web2.0 based project documentation, which will explore challenges of involving learners with digital literacies, incorporating the following two core elements:

i) Digital literacies in the context of professional development

This element will focus on the opportunities and challenges of embedding digital literacies within teacher education. The resources released will provide sufficient support for a full module (i.e. 60 hours of study) and could be packaged as a stand-alone open textbook; at the same time, it will be possible to disaggregate the module into smaller chunks for use in other courses and learning contexts. Where existing resources do not map to this, new resources will be developed. Themes covered by this will include digital literacy as an element of professional practice, embedding OERs in the curriculum, pedagogical design and the intersection of digital literacy and creativity, and a review of appropriate literature.

ii) Digital literacies for creative learners

This element of the open textbook will emerge from collaboration with the teachers and learners in participating schools who will be supported by the project team and creative advisers in order to produce a set of tools and resources (equivalent to 120 hours of study) for embedding OERs within the school sector. Based on methodology developed in the context of the ILF project, teachers and learners will be working within the space of a password-protected wiki where they will be able to offer their ideas, suggest themes that need addressing in the context of the project but also engage in a series of practical tasks set by the project team at an appropriate level. A tentative list of possible themes includes: using social media in an appropriate and advantageous way; creating an online presence; using collaborative web-based tools; the intersections of digital literacy and creativity; finding and using resources for independent learning; repurposing OERs to address the needs of learners; and using OERs to support the professional development of teachers. The project will also publish openly any lessons learnt related to the challenges of releasing/creating OERs in the context of cross-sector partnerships, this will include:

- Guidance to the sector on issues involved in publishing OERs within the textbook format (formatting, available platforms, models of publishing etc.) and any emerging issues related to Creative Commons licensing, IPR etc.
- Guidance on OER issues of relevance to the school/teacher training sector - specific issues, challenges, future development needs etc.
- Guidance on producing OERs in the context of partnerships with institutions outside of HEIs such as the voluntary/private sector, commercial publishers etc.
- Guidance for web developers working within the schools sector

1.7 Fit with the themes within UKOER strand 4

Theme A: Extend OER through collaborations beyond HE: the project will work in a collaborative manner with the following partners beyond the HE sector, each having a key role in identifying the curriculum of the open textbook so that the OERs released address their perceived needs in the area of digital literacies. These include: the school sector (8 secondary and 2 primary schools); the private sector (Learning Connections and Smart Assess); the voluntary sector/non-profit (Sheffield Children's festival); Local authority networks (Yorkshire Humber Grid for Learning); and national professional networks (UK Literacy Association).

Theme B: Explore OER publishing models: open textbooks, as a component of the rapidly progressing adoption of open content in higher education, are increasingly seen as a potential solution to some of the challenges with the traditional textbook publishing model (New Media Consortium's *2010 Horizon Report*). Accordingly, the project will explore releasing OERs produced as a way of offering teachers and learners more flexibility when it comes to addressing challenges related to digital literacies within the curriculum. The textbook will also incorporate existing resources that have been produced in the context of previous UKOER phases and importantly, explore ways in which those resources are appropriate for repurposing for the school/teacher education sector. We will also scope existing open textbook initiatives (such as The Community College Consortium for Open Educational Resources or California Open Source Textbook Project). In addition to the publishing options offered to the project by YHGfL, we will explore commercial

publication of the textbook in a customisable print-based version. This is a highly innovative element of the project as most existing textbook initiatives are US-based.

Theme D: Enhancing the student experience: resources and techniques used to support the student trainee teachers will be disseminated to other courses, including new staff in HE. Pupils in primary and secondary schools will be developed as digital leaders to support other learners and as a possible resource for teachers. They will also contribute to the development of resources addressing the opportunities and challenges of developing digital competencies in learners across different stages, including sixth form pupils in collaboration with their teachers, to address readiness for higher level study. In this way project outputs will include resources that could potentially support university applicants. Furthermore, creative advisers from Smart Assess and YHGfL will facilitate the development of student-produced OERs and these will form part of the showcase for the Children's festival in Sheffield, to be later incorporated into the open textbook.

2. Quality of proposal and robustness of workplan

2.1 Project plan

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
WP1: Project initiation	▓											
WP2: Project management	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
WP3: Scoping exercise		▓	▓									
WP4: Collaboration with PGCE students and tutors		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
WP5: Collaboration with school teachers and students		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
WP6: OER development						▓	▓	▓	▓	▓	▓	▓
WP7: Preparatory work for open textbook publishing		▓	▓	▓	▓	▓						
WP8: Technical development of open textbook						▓	▓	▓	▓	▓	▓	
WP9: Dissemination					▓	▓	▓	▓	▓	▓	▓	▓
WP10: Evaluation		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

2.2 Workpackages

Work package Description	Tasks	Who
1.Project initiation Set up processes and procedures in place that will be needed to ensure the smooth running of the project and its success	• Finalise project team and agree responsibilities • Finalise budget • Establish methods and frequency of communication with project partners and stakeholders • Initiate project documentation and set up project web presence (e.g. blog, Twitter and slideshare etc.)	PM, PA, PL
2.Project management Manage and coordinate the activities of the partners, prepare documents and reports as required, and assess risks and opportunities as the project progresses.	• Develop a detailed work plan with timescales, deliverables, and milestones • Monitor progress and ensure that the project maintains its schedule • Prepare periodic reports as necessary • Develop an exit strategy focusing on long-term sustainability of the project past the end of funding	PM
3.Scoping of existing resources and needs analysis Develop curriculum framework for the open textbook and invite feedback, based on reflexive and iterative process and needs analysis and scoping of existing provision of	• Map existing resources e.g. departmental initiatives or relevant e-learning projects • Identify possible synergies with initiatives such as JISC e-learning programme and US OERS K-12. • Map existing open textbook initiatives • Develop criteria for identifying and evaluating suitable resources	PM, PA, PL, PT, PS, ST, SL

content.	• Organise Web2.0 opportunities for student audiences to contribute and articulate their needs and interests (as appropriate to age)	
4. Collaboration with PGCE students/tutors Identify resources to be repurposed/created to form part of the open textbook which focuses on digital literacies in the context of teacher training and professional practice. This will be a collaborative and reflexive process, with ample support from the core project team.	• Refine the scope of the module on the basis of the scoping exercise • Create opportunities for the students and the tutors to explore issues related to open education and OERs, where relevant, offer training • Develop a set of reflexive tasks through which students and tutors will identify and finalise the curriculum for the module • Create opportunities for PGCE students to test out propositions being developed in the context of the project in practice while on placement in schools	PM, PA, PL, PT, PS, ST
5.Collaboration with school teachers and learners Identify resources included/repurposed in the open textbook to focus on the needs of learners in competency in digital literacies, and identify training for the school teachers.	• Identify training needs for school teachers to engage with OERs • Create a wiki of "challenges" for the school learners with focus on the development of skills in digital literacies. • Prepare a showcase of school learners' work for inclusion in the Sheffield Children's Festival	PM, PA, PL, SL, ST, CA, DL
6.OER development Prepare, check and modify content for deposit as part of the open textbook as well as deposit into JorumOpen and a selected international repository.	• Identify a workflow for OER creation/repurposing, addressing issues of formatting, licensing, metadata, IPR, accessibility etc. In particular, identify any issues that need to be addressed in preparation for incorporating the content into an open textbook • Check content supplied by partners for compliance with copyright and quality issues etc. and modify as necessary • Where necessary, commission and develop new content to address needs identified in the scoping exercise • Deposit OERs into JorumOpen and a selected international repository (MERLOT/Connexions)	PM, PA, PT, ST, CA
7.Preparatory work for publishing of open textbook Develop open textbook will be developed, incorporating open resources created/repurposed in the context of the project. Explore issues related to open models of publishing	• Compile a list of resources to be included in the textbook drawing on the work undertaken in WP4 and WP5 • Evaluate the need to create any new resources • Explore and review existing guidance on publishing in the open textbook format • Where appropriate, work with creative advisers and commercial publisher to explore issues related to licensing, format (i.e. online vs. Print-based)	PM, PA, PL, CA
8.Technical development of the open textbook platform Develop, in close collaboration with project partners, an appropriate front-end for the open textbook where open resources produced in the context of the project will be deposited, and seek feedback from prospective users to ensure it is accessible, engaging and open.	• Develop specification for textbook front-end In close collaboration with the technical developer • Test beta version of the textbook with student and academic users and incorporate relevant feedback into specification • Involve creative advisers in providing guidance on the look and feel of the textbook • Prepare any supplementary content needed for the textbook	PM, PA, TD, PT, PS, SL, ST, CA, DL
9.Dissemination Develop a successful dissemination	• Liaise with relevant networks and organisations in	PM, PA, PT, ST,

strategy both externally within relevant networks and internally within project partners' institutions to reach out to relevant academic and student audiences, ensuring a good uptake of the resources being developed in the context of the project. Arrange dissemination events in collaboration between schools and creative industries sector and prepare a showcase for the Children's festival for release of OERs.	order to identify events where the presence of the project would be desirable • Support project partners in organising dissemination events within their own institutions (in each school for feeder schools and local community) • Liaise with creative advisers to explore additional dissemination opportunities and fully take advantage of events such as the Sheffield Children's Festival • Produce promotional material (leaflets, posters etc.) • Arrange conference for regional broadband consortia	CA
10.Evaluation Evaluation will be a continuous process throughout the project, so that it becomes part of an on-going reflective process, where aspects of the project are being refined and adapted throughout.	• Develop a detailed evaluation plan, both formative and summative • Analyse resulting data and produce a final report • Appoint external evaluator in line with JISC requirements and make all documentation and partners available	PM, PL

PM=Project manager PA= Project assistant PI=Principal Investigator PL=Project Lead
TD=Technical developer PT=PGCE tutors PS=PGCE students SL=School Learners ST=School teachers
CA=Creative Advisors DL=Digital Leaders (young people)

2.3 IPR and other issues

The project will deliver the released material into JorumOpen and a selected international repository (MERLOT/Connexions) under open licence, and within the guidelines for open standards. We will follow the guidance provided in the advisory material outlined in the web2rights (http://www.web2rights.org.uk/) toolkit, and will use an appropriate version of Creative Commons license for this delivery. We recognise that deposit and use of materials in and out of JorumOpen will revolve around clearance of IPR and copyright, and that depositors and users of material will have key responsibility in assuring that the materials are cleared for hosting and re-use. The HEI partners collaborating on this bid should own IPR on the materials to be released. At the same time, additional complexities may arise in the context of our collaboration with the school sector. Accordingly, we anticipate that considerable exploration and negotiation of IPR is likely to be required during the course of the project. As one of the outputs of the project, we will endeavour to develop a consistent strategy and good practice guidelines which can then be followed by any other future projects/OER re-users dealing with similar issues. We also are aware of e-safety issues for school-age children and YHGfL will provide e-safeguarding advice and guidance (http://www.yhgfl.net/eSafeguarding). All project staff visiting schools will undergo CRB checks.

2.4. Technical standards

Name of standard or specification	Version	Notes
Metadata Guidelines for the OER Programme	Most current	The project will follow the guidance developed in the context of the UKOER programme: http://blogs.cetis.ac.uk/lmc/2009/03/30/metadata-guidelines-for-the-oer-programme/, and will adhere to any updated standards as and when they are released, with metadata for harvesters/aggregators.
Dublin Core	Most current	To be applied as appropriate, together with OER phase 3 specific guidance for the projects
Wc3: Web accessibility standards	Most current	Full account will be taken of issues relating to accessibility of Web-based systems and software, and the outputs of this project will conform to published standards and guidelines where possible.
RSS/Atom	Most current	For publishing, we will follow any relevant programme-wide guidelines as and when they appear

Creative Commons	Most current postings as they are developed	To be applied as and when appropriate – we will follow the most up-to-date guidance from the OER IPR Support Project. This guidance will be particularly valuable in the context of developing materials for the open textbook and planned collaboration with a commercial publisher.

2.5 Sustainability

The project will adopt a collaborative methodology embedded within communities of practice model whose aim is to "seed" OER policies, practices and understandings within the participating institutions. As the experiences of first two phases of the UKOER programme have shown, this model lends itself to making long-term impact on academic practice both on individual and institutional levels. Therefore we believe that this approach is transferable to the school/teacher training sector and that it will offer an effective means of supporting longer-term OER-related impact in the future. Finally, our involvement with the voluntary sector and in particular the work with creative advisers will enable us to take advantage of any relevant models of sustainable practice developed in that context.

2.6 Risk analysis

Risk	Prob.	Sev.	Action to prevent / manage risk
Staffing			
Recruitment and retention of project staff and partners	3	3	Staff are in post, or have agreed to be available. If needed, contingency plans will be developed to deal with personnel changes.
Project management difficulties in a complex project with a short timescale	5	2	Project team will devise a robust communication strategy with regular meetings (face-to-face and online) to create cohesion within the team. Efficient project management will ensure that project deadlines are met in a timely manner.
Organisational			
Poor student engagement in the project	4	2	A robust framework for student engagement will be embedded within the project from the beginning. Project partners will have access to student groups at their own institutions and can motivate the learners accordingly. Project team will strive to demonstrate the benefits of engagement with OERs at a level appropriate to the students involved in the project (i.e. PGCE trainee teachers and secondary/primary pupils). In the case of school learners, the project team will be able to draw on previous experiences of e-learning projects where learner contributions were core to the success of the project (such as ILF). In the case of PGCE students, we are aiming to offer small incentives to students engaged in producing the digital literacy module.
Collaboration between partners is difficult	2	3	The lead partners have previously been involved in collaborative projects with partners from diverse sectors (school and voluntary/creative sector) and show a high level of interest in issues related to e-learning and OERs. The participating institutions support the proposals, as demonstrated through letters of support obtained in the process of submitting the project bid. Similarly, partnerships with organisations named in the bid build on already existing networks.
Legal			
IPR difficulties insurmountable in too much of the material	1	3	While there might be some withdrawal of material following e.g. unanticipated intractable IPR issues, our institutional partners should have access to a broad scope of teaching materials and so will be able to offer alternatives, should the need arise.
Rights clearance slow and delays project	1	3	With a broad range of partners across the school/teacher training sector, we anticipate plenty of content to choose from and our partners will have the option to avoid materials where this is likely to be a major issue. Furthermore, scoping exercise

			will identify existing OER material (for instance produced in the context of previous two UKOER phases or JISC Digital Literacies programme) where additional rights clearance will not be needed.
Technical			
Difficulties in reformatting the materials and meeting relevant accessibility etc. standards	3	2	There is a high level of expertise within the core project team to address any issues partners might experience in the process of repurposing their resources to form part of the open textbook. We will also rely on programme support provided by JISC.
Delays in technical development of the open textbook platform	2	2	Project progress will be monitored on an on-going basis and if such interim review reveals that set targets for technical development are not being met, project manager will undertake appropriate steps
Other			
Difficulties in defining the scope of the open textbook	3	2	A number of different methods (including focus groups, mind-mapping, reflexive tasks) etc. will be used to help the project team refine the scope of the curriculum of the textbook
Failure to deliver specific outputs	2	4	The team identified in this bid has engaged with a number of innovative and complex projects and the core project team is experienced in delivery of expected outcomes while adopting a collaborative methodology.
Unanticipated complexities arise in working with primary/ secondary school pupils	3	3	Experience of core team in projects based on collaborations between the HEI and the school sector, and where school pupils were actively contributing (such as for instance the ILF project). Adherence to relevant guidelines and policies especially with regard to child protection and e-safe-guarding via YHGfL.

3. Engagement with the community
3.1 Mapping of key project stakeholders
Our involvement with key stakeholders will be centred around the following themes: awareness of OER (including issues such as perceptions, experiences and effectiveness of OER), community of practice building, impact on policy and cross-sector collaborations.

Stakeholder	Interest / stake	Imp.	Method of engagement
JISC	Funder	High	Through JISCmail lists, Elluminate sessions, project social media and contribution to relevant events
Higher Education Academy	Funder	High	Through HEA mailing list, project social media presence and contribution to relevant events.
Management and staff in partner HEI	Key partner	High	Existing institutional channels, internal dissemination and development events, project wiki and blog.
Students and learners in partner institutions	Key contributors	High	Dedicated wiki for learners participating in the project
Other OER3 projects	Dissemination/ wider community of practice	Medium	JISC/HEA channels and project website holding reports, and documents. Project blog, Twitter account and Netvibes account which will aggregate information from blogs maintained by OER3 projects
Commercial e-learning developers	Community of practice/ Interest in best practice guidelines	Medium	Project website and social media presence, dedicated networking events, trainings sessions and guidance materials focusing on creation, discovery & use of OER which will address issues of relevance to commercial developers
Publishers	Dissemination/ Awareness of OERs	Medium	Project website, collaborative engagement with publishers to develop guidance on Creative Commons licensing in the context of open publishing, and dissemination events.
Local voluntary	Dissemination/	Medium	Project social media presence, promotional materials

		disseminated via the Children's festival in Sheffield including a showcase prepared for this event
organisations	Awareness of OERs	

3.2 Evaluation

Evaluation will be a continuous process throughout the project and a detailed plan of both formative and summative evaluation will be developed at the outset of the project, building on the OER Synthesis and Evaluation framework as well as our experiences of involvement with previous phases of the UKOER programme. The project will recruit an external evaluator who will have full access to the stakeholders, deliverables, reports and outputs, documentary evidence and knowledge products and papers. We also envisage embedding elements of informal evaluation within the project plan, where project partners will have a chance to offer feedback and constructive criticism on project methodology and any emerging issues, these comments will then be incorporated into project management processes. We will also strive to identify project critical friend who will offer further guidance on the formative aspect of evaluation.

4. Budget

	3/10/11-31/3/12	*1/4/12-2/10/12*	*Totals*
Directly Incurred Staff			
Project Manager [AG], sp 33, 1 FTE	19,862	20,734	**40,596**
Project Assistant, sp 23, 1 FTE	14,677	15,322	**29,999**
Total Directly Incurred Staff	**34,539**	**36,056**	**70,595**
Non Staff			
Commissioned work	16,397	16,853	**33,250**
Equipment	1,740	1,795	**3,535**
Travel & subsistence: 3 local visits per each of the schools 3 meetings of the entire project team	9,278	4,350	13,628
Dissemination Includes 10 dissemination events at schools (£1000/school) and a large project dissemination event (£5000)	10,000	5,000	15,000
Evaluation	2,000	1,000	**3,000**
Other Training costs for participating schools (£500/school; £5000 altogether) Incentives for PGCE students (£50 Amazon voucher for each of 40 students; £2,000 altogether) Technical development of open textbook (£20,000)	18,000	9,000	27,000
*Institutional contribution also includes the loan of ten multi-media laptop kits, each worth £2,500			**0**
Total directly incurred non staff	**57,415**	**37,998**	**95,413**
Total Directly Incurred	**91,954**	**74,054**	**166,008**
Directly Allocated*			
Principal investigator [GM], sp 54, 0.1 FTE	3,319	3,446	**6,765**
Lead Academic [JM], sp 54, 0.1 FTE UoS	4,136	4,294	**8,430**
Project Lead [RP], sp 48, 0.1 FTE	3,319	3,446	**6,765**
SHU PGCE tutor 1, sp 38, 0.05 FTE	1,190	1242	**2,432**
SHU PGCE tutor 2, sp 40, 0.05 FTE	1,190	1242	**2,432**

U.Shef PGCE tutor 1, sp 38, 0.05 FTE	1,606	1,677	**3,283**
U.Shef PGCE tutor 2, sp 40, 0.05 FTE	1,606	1,677	**3,283**
Learning technologist [SHU], sp 48, 0.2 FTE	6,238	6,513	**12,751**
Technical [U.Shef], sp 48, 0.2 FTE	6,185	6,623	**12,808**
Librarian [SHU], sp 32, 0.15 FTE	2,891	3,093	**5,984**
Librarian [U.Shef]], sp 32, 0.15 FTE	2,891	3,093	**5,984**
Schools partnership admninistrator [SHU], sp 23, 0.1 FTE	1,468	1,571	**3,039**
Schools partnership admninistrator [U.Shef], sp 23, 0.1 FTE	1,468	1,571	**3,039**
Estate, 2.7FTE	**7,961**	**8,322**	16,283
Total Directly allocated	**45,468**	**47,810**	93,278
Indirect Costs, 2.7FTE	**51,872**	**54,224**	106,096
Total Project cost	**189,294**	**176,088**	365,382
Amount requested from programme	**101,890**	**94,782**	196,672
Institutional contribution	**87,404**	**81,306**	168,710
	Programme	**Partners**	**Total**
Percentage contributions over the life of project			**46.2%**
	No of ftes	**Staff**	
No FTES used to calculate indirect & estates charges, and staff included	**2.7**	**as highlighted above**	

5. Previous experience of the project team

Principal Investigator (Sheffield Hallam University): Professor Guy Merchant
Guy Merchant is Professor of Literacy in Education and Research Lead for Education at SHU. He specialises in research into digital literacy in formal and informal educational settings. He is research convenor for the United Kingdom Literacy Association (UKLA) and a member of the association's Executive Committee and National Council. He was a core-group member of the ESRC seminar series *Play, Creativity and Digital Culture* (2005-2007) and joint leader of the ESRC seminar series *Children and Young People's Digital Literacies in Virtual Online Spaces* (2009-2010). He is a founding editor of the *Journal of Early Childhood Literacy*, and a member of the Editorial Board of *Literacy*. He is also active in literacy education and professional work, including writing curriculum materials and professional publications. His most recent book (with Julia Davies) *Web 2.0 for Schools: Learning and Social Participation* is a key text in the UK and the USA.

Project Lead: **Richard Pountney – Faculty of Development and Society, Sheffield Hallam University.**
In his role as Principal Lecturer and Teaching Fellow for Curriculum and Professional Development at Sheffield Hallam University in the Faculty of Development and Society, since 2006, Richard has led academic development in pedagogical and curriculum innovation, specialising in new and technology-enhanced contexts in Higher Education. Previous roles include Curriculum Officer at the National Council for Educational Technology (later became BECTA). He has led the international masters programme in Technology Enhanced Learning, Innovation and Change (TELIC) at Sheffield Hallam, since 2005 that is recognised as having developed world-leading pedagogy. He has extensive consultancy and project management experience, including supporting Phase 1 and Phase 2 JISC OER projects and the Training Development Agency Newly Qualifed Teacher Improvement Study.

Academic Lead (University of Sheffield): **Professor Jackie Marsh**, **Professor of Education.**
Jackie Marsh is currently Head of the School of Education at the University of Sheffield. She has been involved as a principal and co-investigator on a number of projects, funded by AHRC, BBC, DfE, Esmee Fairbairn Trust, ESRC and UKLA, that have explored children and young people's use of media and new technologies and their development of digital literacies. She has also examined the way in which parents/carers and other family members support engagement with media and technologies. Jackie has

published widely in this field and has been involved in projects in which she has supported teachers in publishing their research findings. She has evaluated a number of national projects that have aimed to develop teachers' expertise in the teaching and learning of digital and media literacy. She is co-editor of the *Journal of Early Childhood Literacy* and co-editor of three books focusing on learners' digital literacy skills (*Play, Creativity and Digital Cultures*; *Desirable Literacies: Approaches to Language and Literacy in the Early Years* and *Popular Culture, New Media and Digital Literacies in Early Childhood).*

Project manager: **Dr Anna Gruszczynska, Project Officer at C-SAP** (http://www.c-sap.bham.ac.uk/)
Anna will act as project manager for the duration of the project and will be responsible for overall coordination of the project and project team. This will include; liaising with all partners and institution; managing project costs and activities; producing progress reports; setting up of project web2.0 presence (blog, website, Twitter and Facebook accounts etc.); planning of project workshops; monitoring of all project progress and activity; preparing the final report to JISC. Anna has extensive OER-related experience developed through her involvement in the first two phases of the UKOER programme. She provided research support to the successful OER pilot for C-SAP, "Evaluating the practice of collective endeavour in opening up key resources for learning and teaching in the social sciences" and co-ordinated the second phase project Cascading Social Science Open Educational Resources" which developed a model for cascading expertise gained in the UKOER pilot phase.

Keith Helmsley, **Director at Learning Connections** (http://www.learning-connections.co.uk/index.html)
Keith Hemsley, Learning Connections Director, has forty years of experience in education. He was a primary teacher for twelve years before joining the Microelectronics Education Project(MEP) to provide training and support for the introduction of computers into primary schools. He subsequently joined the Microelectronics Education Support Unit (MESU) and then the National Centre for Education Technology (NCET). He set up Learning Connections in 1995 to develop and maintain online resources for education in the UK. In the past 15 years Learning Connections has developed website and eLearning resources for many educational establishments, commercial companies and other organisations including The Primary National Strategy, British Telecom, The Royal Navy and Sheffield Hallam University. He was the technical consultant for the TDA NQT Improvement Study and the CSAP OER Phase 1 project.

Gwyn Ap Hari, Director, SmartAssess (http://www.smartassess.com/)
SmartAssess Ltd, based in Sheffield, was founded in 2004 by Gwyn ap Harri to commercially develop learning technologies. Gwyn has worked at senior level as a teacher at various schools. The technology developed through Smart Assess is being used successfully in over 350 individual secondary schools and nationally through programmes run by the DfE, SSAT and other organisations. All the developed systems use the latest internet technologies to create truly collaborative learning environments.

Phil Moore (CEO) Yorkshire and Humber Grid for Learning (YHGfL) (http://www.yhgfl.net/)
Yorkshire and Humber Grid for Learning is a regional body consisting of 12 Local Authority Members. It provides CPD and training in learning and teaching with digital technologies, secure and reliable broadband connections, access to licensed content and many free resources available to schools regionally and nationally. Phil Moore started out as an English teacher but moved to the forerunner of Becta and became a Senior Curriculum Officer. During that time, he devised and ran a number of national projects and had a year's secondment to the EU as a Field Officer. He then became a consultant and worked for a range of schools, local authorities, universities and commercial organisations. He moved to BT to run the first commercial internet-based service for schools before becoming Head of eLearning. He then worked for a number of companies including Pearson before starting his own small software house. In 2007 he became CEO of Yorkshire and Humber Grid for Learning (YHGfL) which is a Regional Broadband Consortium, overseeing its restructuring and leading it to an Excellence in ICT award in 2010 for the organisation's support to schools in the region.

Richard Johnson, **Manager, Sheffield Children's Festival** (http://sheffieldchildrensfestival.org)
Richard Johnson has extensive experience of organising and working with schools as manager of the Sheffield Children's Festival, organised by Sheffield City Council every summer. This is the largest festival of its kind in the UK. In 2010, over 25,000 young people had an opportunity to take part in the festival and work with professional artists, develop their creativity, exhibit work, perform in city centre venues, participate in workshops and special events. The festival organisers closely collaborate with artists who are

involved in cutting edge digital creative work, including the LoveBytes Festival of digital art and communication.