

Cover Sheet for Proposals <i>(All sections must be completed)</i>	
Name of Initiative: Open educational resources programme phase 2, A(ii)	
Name of Lead Institution: C-SAP, HEA Subject Centre for Sociology, Anthropology, Politics	
Name of Proposed Project:	Cascading Social Science Open Educational Resources
Name(s) of Project Partners(s) (except commercial sector – see below)	C-SAP, University of Birmingham Dr Mehreen Mirza, University of Worcester Phil Johnson and Craig Hammond, University Centre at Blackburn College Dr Delyth Morris, Bangor University Dr Dafydd Trystan, University of Cardiff
This project involves one or more commercial sector partners / NO (delete as appropriate)	Name(s) of any commercial partner company (ies)
Full Contact Details for Primary Contact: Name: Dr Darren Marsh Position: Web and e-Learning Co-ordinator, C-SAP Email: d.l.marsh@bham.ac.uk Tel: 0121 4142998 Fax: 0121 4147920 Address: C-SAP, Nuffield Learning Centre, University of Birmingham, Edgbaston, Birmingham B15 2TT	
Length of Project:	1 year
Project Start Date:	31 August 2010
Project End Date:	31 August 2011
Total Funding Requested:	£74, 918
Funding requested broken down across Financial Years (April-March)	
April 10 – March 11	April 11 – March 12
£49,945	£24,973
Total Institutional Contributions:	£74, 918
Outline Project Description This project seeks to cascade support for embedding Open Educational Resources within the social sciences curriculum, focusing on the relationship between the use of OERs and student engagement. Within the project framework, C-SAP seeks to embrace an open curriculum where learners have the flexibility to select a range of individual units/courses to suit their personal needs for the development of expertise. Thus, through engagement with partners from both HEIs and HE in FE institutions, we will explore the ways in which OERs can be integrated sustainably into curriculum development processes in a manner which effectively engages the students.	

I have looked at the example FOI form at Appendix A and included an FOI form in this bid	YES / (delete as appropriate)
I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B	YES / (delete as appropriate)

Introduction

1. Curriculum Development is defined as the activities and processes by which courses are designed, reviewed and updated on an ongoing basis, within institutional and national requirements. Curriculum and course planning in Higher Education (HE) are set against learning and teaching landscape that is undergoing significant change in the UK. Recent changes in curriculum in UK HE include modularisation, arising from the need to attract and retain students; introduction of a credit-base approach offering greater flexibility for students; and the response to the needs and wishes of employers (HEFCE, 2008). On a related note, in higher education there is currently an emphasis on students becoming more engaged in the learning process (Carini et al, 2006). Indeed, there are suggestions that students should become active co-creators of learning, which has led to some suggestions for greater student participation in designing specific elements of courses including calls for students to become active participants in the design of the curriculum (Nicol, 2008, SFC, 2008; SFC, 2006). Within the literature, there is a range of rationales for supporting student engagement in curriculum design, since generally, active and participatory approaches are thought to enhance and support learning (Kahn and O'Rourke, 2005; Brown et al, 1989; Kolb, 1984). Importantly, the National Student Survey acts as one of the drivers of student engagement with curriculum design, asking the students to provide feedback on course content, structure and delivery (NSS Survey 2009).

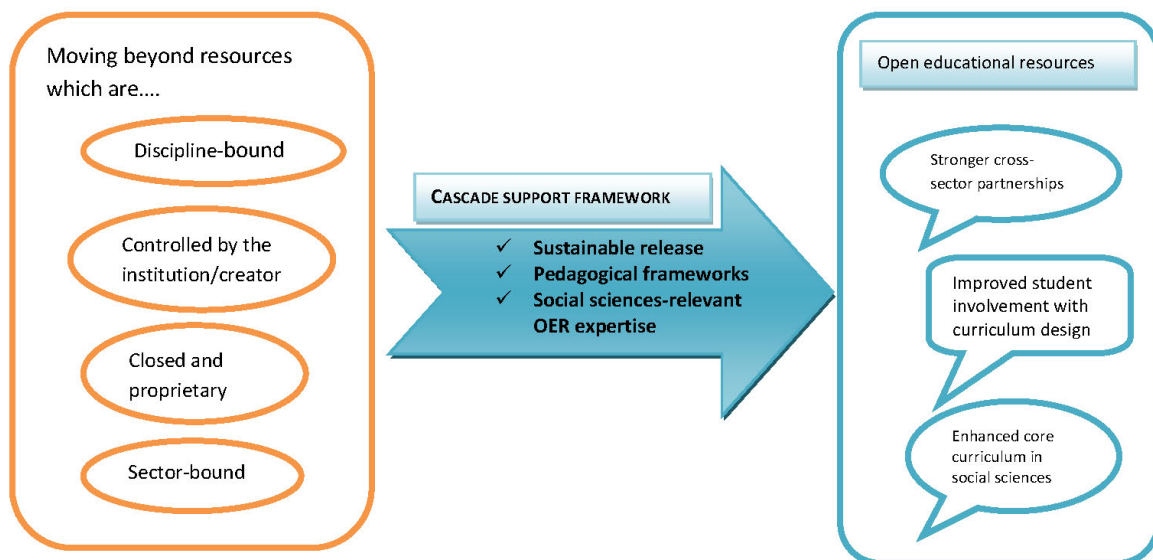
2. In this ongoing debate about the future of UK Higher Education (HE) Sir Ron Cooke's (2008) response to the call to build world leadership in the field of e-learning, and the use of e-learning tools and improved pedagogies, focuses on the development of open educational resources (OER) and information strategies. Thus, this project seeks to embed a framework for the cascade and use of OER within curriculum design, understood as "...a dynamic, emergent and collaborative process of learning for both student and teacher" (Fraser and Bosanquet, 2006:272). Furthermore, the project embraces a definition of "negotiated curriculum", where:

Curriculum is more than a set of definitions. It can best be conceived as decision-making action that integrates both intention and the manner in which the intention becomes operationalised into classroom reality. This reality, however, must be negotiated and modified because of a range of contextual circumstances (Lovat and Smith (1995:23).

3. This expands the traditional idea of the curriculum towards a view of the "teacher and student acting as co-constructors of knowledge" (Fraser & Bosanquet, 2006:275). Such reasoning conjures an image of students as active participants. Importantly, the corollary of having students as active participants in the construction of learning is that learning becomes meaningful (Grundy, 1987, p. 102). Furthermore, "curriculum negotiation involves giving students a voice in the choice and development of learning opportunities: both the "what" and the "how" of curriculum" (Carr & Kemmis, 1986, p. 171). The development of using OER implies support for an open curriculum where learners have the flexibility to select a range of individual units/courses to suit their personal needs for the development of expertise (Yuan et al. 2008). At the same time, emerging themes from the literature so far indicate that despite these recommendations, not only is there is little consultation with students until the redesign stage within curriculum design, but also student input into curriculum design is not always considered helpful (Bovill et al. 2009). On a related note, as Maton

notes, curriculum development is paradoxically ‘one of the most discussed but least analysed objects of study in higher education’ (Maton, 2005:688).

4. Barnett and Coate (2005), reviewing the literature on curriculum issues question the lack of research in this area and examine the rationale for reviewing what we know about the curriculum and how it is developed in HE. Even less is known about the relevance of OERs for curriculum design, especially in the context of student engagement. Thus, following on from this brief literature overview, the main question this project seeks to engage with is as follows: in making use of the affordance of open educational resources in social science, how is the curriculum created, shared and negotiated? Another pertinent issue which this project will aim to address is the boundary between HE / HE in FE practitioners with regard to curriculum design, since academic staff in HEIs are appointed as scholars for whom teaching, scholarship, subject development and research are normally part of their expected roles. In contrast, FE lecturers (and by extension, HE in FE lecturers as well) “have traditionally been interpreters of subject matter and modifiers of curricula rather than originators” (HEQC, 1993, pp. 19-20). Thus, the project will examine the ways in which the use of OERs within the curriculum impacts on boundaries between HE and HE in FE contexts. Through collaboration with colleagues from an HE in FE institution, the project will draw on lessons learnt from that sector in terms of effective student engagement.



Project Objectives

- a better informing of the process of using OER to support curriculum development;
- the role of pedagogical insights in this process;
- engagement with student perspectives on use of OER to support learning
- sharing and developing deeper and wider expertise in the significance of social science open educational content;
- Cascading a rationale to using open resources to help lecturers develop modules that are more engaging of students;
- Building on existing models of sustainable release of open content in partner institutions;

Deliverables

- Enhancements to core social science curricula in partner HEIs, using open educational resources
- Creation and deposit of new OERs into JORUMOpen
- Engagement of student populations in partner HEIs and critical feedback
- Web 2.0 presence to support the cascade framework
- An enhanced literature review to support use of OER in social science curriculum development
- A transparent and open evaluation of project findings, included in the final report.
- Dissemination embedded within C-SAP networks, events and activities (annual conference, C-SAP open days).
- Dissemination as part of activities with partners.
- Dissemination across wider OER programme.

Scope

5. Given the above framework, the C-SAP cascade framework project seeks to engage with the following questions:

- In what ways is the process of curriculum design challenged/ contested/ strengthened through the use of Open Educational Resources?
- How does the use of OERs within the curriculum impact on levels of student engagement?
- How does the use of OERs within the curriculum impact on boundaries between social sciences disciplines as well between HE and HE in FE contexts?
- How can OERs be integrated sustainably into curriculum design processes in a manner which effectively engages the students?

6. Our project will deliver the released material into JorumOpen, under open licence, and within the guidelines for open standards. We have consulted the advisory material outlined in the CASPER project (<http://jisc-casper.org/>) and 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 C-SAP consortium project has also consulted with the Research Office of the University of Birmingham, as our host institution, who will assist in the drafting of appropriate wording for IPR clearance for the final partner agreements (within the first 3 months of the project life-cycle).

Temporal Scope/Phasing

Phase	Period	Activity / Work-package
1	Sep – Dec 2010	<ol style="list-style-type: none"> 1. Finalised project plan and budget by end of September. 2. Consortium agreement finalised with partners by end December 3. Partners identify suitable areas of curriculum for cascade framework and begin gap analysis 4. Appropriate course material from partners identified as potential deposit OER 5. Begin extended literature review of pedagogical frameworks and theories/practices informing curriculum development and implementation around open resources.

		6. Initial project website, hosted and developed at C-SAP
2	Jan – March 2010	1. Partners work with project lead to review existing OER material 2. Being cascade process of re-working new material for OER deposit (approx 30 credits each partner), using cascade framework 3. Student groups created for OER evaluation (video interviews) 4. Interim report
3	April –June 2010	1. Review cascade of OER with students 2. Collaborative review of new OER material and deposit into JOURM, inclusion of new material into cascade framework 3. Evaluation with partners (including video interview)
4	July –August 2010	1. Final project report 2. Project website finalised

Risks, Constraints and Assumptions

7. Staff turnover on the project – a low risk. If partners were to withdraw from the project we would request a suitable alternative person be found within the time-frame of the project. Partners will agree and sign a consortium agreement outlining a suitable mechanism should this occur.

Anticipated severity: Medium

Managing action: Request as part of consortium agreement about alternative provision from an institutional partner.

8. Technical / interoperability issues. Minimal risk of losing data through any project web 2.0 platform. Possible conflict with existing developed tools to support OER and systems at project partner institutions.

Anticipated severity: Medium

Managing action: Request budget allocation for additional technical support.

9. Accessibility – any new materials released as part of the project should be available in accessible formats, and alternative formats where necessary.

Anticipated severity: Low

Managing action: Dealt with as part of cascade framework for open release.

10. Assumptions

Project Assumptions
1. The cascade framework offered by C-SAP (including resources and tools) will offer an appropriate model for all partners.
2. Each partner to identify an existing area of delivered curriculum suitable for review under the cascade approach.
3. Partners will engage with reviewing existing materials with support from project.
4. In re-purposing material there will be as yet unknown complexities which emerge.
5. Further pedagogical frameworks may emerge but might not be considered appropriate by all parties.
6. Partner institutions will engage with the spirit of the project and assist in recruiting of students

for evaluation and review.

7. Curricula review and evaluation for OER is a longitudinal process and some aspects might extend beyond the project life-cycle.

8. There will be enough time within the project cycle to interview and evaluate findings with student groups.

Project Management and Team

11. We propose the following as our project management outline, on the understanding that a full project plan (including evaluation plan, QA plan, dissemination plan and sustainability plan) be ready within 1 month of the project start date.

Project Organisation

Project Co-ordinator

11. Dr Darren Marsh, Web and e-Learning Coordinator at C-SAP, will act as Project Coordinator for the duration of the pilot 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 website; planning of project workshops; monitoring of all project progress and activity; preparing the final report to JISC. Darren's role at C-SAP has included web development for the subject centre website and associated mini-sites, general technical development, and co-ordination of the centre's activities around e-learning project work. His work has also supported e-learning focused staff projects as part of our annual round of project funding. He also co-ordinated 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".

Project Researcher

12. Dr Anna Gruszczynska, C-SAP Research Assistant. Anna provides research support for a number of current C-SAP projects, including our projects focusing on issues of student engagement ("Gender and attainment project", "Community-based learning within the sociology curriculum") as well as issues pertinent to the HE in FE sector. She has also been involved in the previous OER pilot, where she provided support for running the project wiki, depositing resources into Jorum and undertaking literature searches.

Academic Subject Partners

13. Dr Mehreen Mirza, Senior Lecturer in Sociology, Institute of Humanities and Creative Arts University of Worcester

14. Phil Johnson & Craig Hammond, School of Law, Justice & Community Studies, University Centre at Blackburn College

15. Dr Delyth Morris, Senior Lecturer in Sociology and Social Policy, Bangor University

16. Dr Dafydd Trystan, Centre for Welsh Medium in Higher Education, University of Cardiff

Project Consultant

17. Richard Pountney – Faculty of Development and Society, Sheffield Hallam University. Richard has worked as e-Learning Consultant with C-SAP from 2007, contributing to a number of projects including the e-learning scoping survey; a workshop on using rich media; case study work with departments; organisation, planning and delivery of the C-SAP “Virtual University?” conference in January 2009. He also supported the C-SAP OER pilot project.

Project Critical Friend

18. Dr Helen Jones - Principal Lecturer in Criminology, Faculty of Humanities & Social Science, Manchester Metropolitan University. Helen was awarded the Manchester Metropolitan University 2005 Teaching Innovation and Excellence Award for the HLSS Faculty, and in 2006-07 led a mentoring programme to assist staff across the faculty in developing e-learning. Her elearning work has also entailed working with and beyond VLEs as new technologies emerge. During the past few years she has pioneered the use of wikis to disseminate research activity within her department, linking teaching, research and skills development. Nationally, Helen is a member of the editorial board of the C-SAP supported online journal *ELiSS* and a reviewer on a other journals including *Feminist Criminology* and *Violence and Victims*. She will be leading a special edition of ELiSS in 2010 on ‘Teaching Sensitive Issues’ which connects with her specialist knowledge in pedagogic practice and research subject expertise of criminology. Helen has also developed an international collaborative programme, and was successful in receiving C-SAP project funding to support development of this work. She has also been a C-SAP Associate in 2008-09.

Project Control

19. The Project Manager, Darren Marsh, will oversee the project as part of his 0.4 RFTE time commitment. Following on from initial planning stages, the project will communicate via a combination of email, phone, web conference, bespoke online wiki service.

20. The project's critical advisor friend will also provide a steer to the project, having some experience with the pilot round of OER. They will also be able to offer a mentoring type support to cascade partners, utilising the above mentioned technologies.

Quality Assurance

21. Although processes have been developed in the pilot round of OER, there is no formal QA process that can be applied across the range of material to be submitted, suffice to say that in each institutional / teaching context the resources form part of the learning in credit-bearing modules. Our cascade will draw upon appropriate QA frameworks (including the toolkit developed in the pilot phase).

22. For our proposed cascade model, which will look closely at curriculum design issues in relation to OER, an estimate of any key QA moments within the project are outlined in the table below:

Timing	Criteria	QA methods	Evidence	Responsibilities
Phase 1	Establish measures to test effectiveness of OER with criteria relating to each partners' curriculum; develop a schema for	Development workshops; focused work with sample of users;	Reported effectiveness of the materials; ease of sharing; ease of re-use; examine use of any relevant technical standards; potential scalability of open release	Project co-ordinator; project consultant;

	'fitness for purpose'		demonstrated thus far	
Phase 2	Articulating the potential uses of materials to address curriculum development; engagement with students and feedback	Workflow monitored through collaborative forums; survey and interview with partners and student representatives.	Feedback on stages of development;	Project co-ordinator; project consultant; project partners
Phase 3	Reflection on effectiveness of cascade model	Internal review with partners and C-SAP	Summative account of project goals matched to outcomes;	Project co-ordinator; project consultant; project evaluator

Evaluation

23. Evaluation within the project will be aligned with the processes around ongoing release of open material, rather than quality issues around the resources per se. It will be an iterative process informing and contributing to key moments in the project, and supported by the project's critical friend.

24. An estimate of key evaluation moments within the project are outlined in the table below:

Timing	Factor to evaluate	Questions to address	Methods	Measure of Success
Phase 1	Use of JORUMOpen and other platforms to source OER material	Fitness for purpose; ease of use; potential for sharing and review	Formative; consultation with partners; feedback from users;	Reported ease of use; reported fitness for re-use;
Phase 2	Perceived impact of OER on curriculum development programme synthesis	Affordance of OER to facilitate change;	observation; interviews	Reported ease of use; measures against existing normative practices;
Phase 3	Overall success of project, aims and achievements (presented in final report)	Has the project met or addressed the goals and objectives? Has the project begun to articulate the benefits of OER to support curriculum development?	Summative; survey / interview of users;	Compare outputs with original aims; contrast stakeholder objectives with deliverables

Reporting

25. Project core partners (those contributing content) will communicate using the methods outlined

in 6.5. The project co-ordinator will give regular updates to the C-SAP team, and liaise with the all other key stakeholders in the project.

26. The project co-ordinator will supply reports to JISC and HEA based on the timeframe of:

- Interim report as specified
- Draft Final report 1 month before completion
- Final report and budget by 31st August 2011

27. The project co-ordinator will also be the main point of contact for any parallel programme wide synthesis project.

Stakeholders

28. Key stakeholders directly attributed to the project:

- Higher Education Academy
- JISC
- Senior management in cascade partner HE/HE in FE institutions
- Social Science Learning and teaching staff in partner HE/HE in FE institutions
- Students and learners in cascade partner HE/HE in FE institutions
- Learning Support Staff, Developers, Technologists in partner HE/HE in FE institutions
- Other Subject Centre OER II projects

29. Beyond the key project partners we aim to engage in dissemination activities with a selection of professional bodies within the social science subject areas:

- British Sociological Association (BSA)
- Political Studies Association (PSA)
- British Criminological Society (BCS)

30. The wider stakeholders will ultimately be the subject based academic communities, based on the model of sustainable cascade of OER processes and practices.

Communication

- HEI partners - Documentation and standards; Project knowledge; Internal communications; project wiki
- HEI other staff - Documentation and standards; Project knowledge
- HEA / JISC - Informal communication of progress; Discussion of issues; Respond to issues raised

Proposed Dissemination

- Visits to partner HEIs
- Dissemination to subject associations / networks via project advisory/ C-SAP ref groups

- Opportunities for presentation at C-SAP Open Days / Departmental Visits (TBC as part of general C-SAP activity).
- Opportunities for presentation at C-SAP Open Days / Departmental Visits (TBC as part of general C-SAP activity).
- Presentation at C-SAP July 2011 conference

Exit and Sustainability

31. By the end of the project life-cycle we aim to have achieved all of the goals and objectives set out in section 2, measured against the effectiveness of our cascade model as underpinned by the evaluation criteria outlined above. Each academic partner will have undertaken a guided review of their current curriculum, in line with use of OER to address issues in course design and delivery. This will be evidenced in the project report and evaluation. In addition, focus work with student groups from each partner institution will also have been completed and findings presented by the end of the project. Our ethos will be to foster a sustainable cascade model which offers an interdisciplinary approach to utilising OER within the social sciences.

References

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Proposed Budget

	Year 1	Year 2	Totals
Directly Incurred			
Project Researcher, sp 17, 0.6 rfte	10,189	5,095	
Project Partner (Worcester), sp 44, 0.1 rfte	3,829	1,915	
Project Partner (Blackburn), sp 35, 0.1 rfte	2,917	1,458	
Project Partner (Bangor), sp 35, 0.1 rfte	2,917	1,458	
Project Partner (Cardiff), sp 35, 0.1 rfte	2,917	1,458	
Total Personnel	22,769	11,384	34,153
Commissioned work	1,867	933	
Equipment	667	333	
Travel & subsistence	1,533	767	
Dissemination	667	333	
Evaluation	667	333	
Other	333	167	
Total Non-Personnel	5,733	2,867	8,600
Total Directly Incurred	28,502	14,251	42,753
Directly Allocated	0	0	
Co-investigator (DM), sp 26, 0.4 rfte	8,907	4,454	
Co-investigator (HH), sp 48, 0.1 rfte	4,327	2,164	
Project Partner (Worcester), sp 44, 0.1 rfte	3,829	1,915	
Project Partner (Blackburn), sp 35, 0.1 rfte	2,917	1,458	
	0	0	
	0	0	
Estate, 1.7 rfte	8,275	4,138	
Total Directly Allocated	28,256	14,128	42,384
Indirect Costs, 1.7 rfte	43,133	21,566	64,699
Total FEC	99,891	49,945	149,836
JISC contribution	49,945	24,973	74,918
	0	0	
Institutional contribution	49,945	24,973	74,918