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The Higher Education Academy (HEA)/JISC Draft Final Report

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1.1	24 June 2011	Version incorporates comments from project team – Richard Pountney (project consultant) and Helen Jones (project critical friend).
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- All project partners
- Richard Pountney (project consultant)
- Helen Jones (project critical friend)
- Sahm Nikoi (project evaluator)
- C-SAP team – Helen Howard and Frances Worrall
- Other projects participating in the second phase of the UKOER programme, who contributed their insights and kindly offered feedback at various programme meetings

Project Summary

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. The project worked with a small cluster of academic staff from three HEIs, including a partner providing HE provision in an FE institution. We have developed a collaborative method of working with our partners, with an emphasis on reflection in the process of learning about OERs. Project partners were also encouraged to expose and challenge some of the tacit assumptions about academic practice and sharing teaching resources.

Throughout the lifetime of the project, we focused on three priority areas closely linked to project objectives; which are **student engagement**, **OER release** and **cascade framework**. The collaborative nature of the project methodology meant that our work within those areas was also informed by issues that project partners identified as relevant to their own practice, such as challenges specific to HE in FE or the Welsh-medium context in the curriculum. Overall, our engagement with curriculum issues has taken the form of examining the impact of the institutional context on academic practices that shape the curriculum and their relevance for OERs. This approach emerged from conversations between the project consultant and the project partners, which were based on the following proposition put forward by the consultant:

The use of OER in T[eaching] and L[earning] practice is part of the continuum of practice between Initial Idea for Teaching Activity (Course and Module planning) through the approval process (Validation) to Delivery (teaching, learning and assessment). This continuum can be also seen to be a cycle in which student feedback (evaluation) can influence further instances of L[earning], T[eaching] and A[ssessment]. Our capacity as

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teachers to take up OER is affected by various factors including institutional culture, professional skills, technical skills and knowledge of how to find and use OERs, and an individual orientation towards change / development of practice.

The project also focused ways in which institutional context affects “readiness” for OERs (see also OPAL, 2011) and the process of OER creation and (re)use. Within that context, we have explored the challenges of engaging students with OERs, especially when those resources are positioned outside of the core curriculum. We believe that our work emphasises the relevance of addressing issues related to pedagogy and tacit elements of academic practice, and that crucially, those are as important as issues related to technical development. Therefore, it is imperative to encourage a broader discussion on issues related to the open education principles and the transformative potential of OERs for pedagogic and academic practices.

Main Body of Report

Project Outputs and Outcomes

Output / Outcome Type	Brief Description and URLs
Project blog	Cascade project blog Csapopencascade.wordpress.com The project team has used the blog as a space to inform the wider OER community of work-in-progress on the cascade project. We also used the blog to comment on issues of relevance to the larger programme such as open textbooks, accessibility, challenges specific to the HE in FE institutions etc.
Twitter account	Project Twitter account (@csapoer2) http://twitter.com/#!/csapoer2 The project team has used the Twitter account to interact with the wider OER community and to publicise information about resources produced in the context of the project
Reflexive tasks (leaflets)	Task 1 - Introducing Open Educational Resources http://www.slideshare.net/CSAPSubjectCentre/cascadetask1forpartnersintroducingoe-rs Task 2 - Exploring Open Educational Resources http://www.slideshare.net/CSAPSubjectCentre/cascadetask2forpartnersexploring

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	<p>oe-rs</p> <p>Task 3 – Developing the cascade framework http://www.slideshare.net/CSAPSubjectCentre/csapoer2reflexivetask3developingcascadeframework3-feb2011</p> <p>Task 4 – Peer review http://www.slideshare.net/CSAPSubjectCentre/cascade-reflexive-taskpeer-review</p> <p>The tasks were built around a series of reflexive prompts designed to introduced partners to OER-related concepts, explore their understanding of open education as well as aid them with articulating the emerging cascade framework. They constitute an essential part of project methodology which is based around a reflexive yet critical approach towards Open Educational Resources, which encourages exposing and challenging some of the tacit assumptions about academic practice and sharing teaching resources.</p>
Presentation	<p>Draft of cascade framework http://prezi.com/mkkn3_k6-zgb/cascade/</p> <p>This presentation formed part of our efforts to articulate the emerging cascade framework.</p>
Presentation (VoiceThread)	<p>OER cascade http://voicethread.com/?#q.b1815037</p> <p>In this presentation, the cascade project consultant uses VoiceThread to articulate the “problem space” for the cascade framework, focusing on issues of pedagogy.</p>
Presentation	<p>OERs Across Sectors (FE) http://www.slideshare.net/CSAPSubjectCentre/oers-across-sectors-csap-oer-cascade</p> <p>This presentation was delivered as part of an Elluminate session that took place on 12 April 2011 and focused on challenges specific to HE in FE in the context of the cascade project.</p>
Presentation	<p>Mapping the curriculum through shared representations of intentions to teach http://www.uce1.ac.uk/oer11/abstracts/1162.html</p> <p>This presentation was delivered by the cascade project consultant, Richard Pountney as part of the OER2011 conference (11-13 May 2011, Manchester) and focused on the development of a curriculum mapping toolkit over two phases of C-SAP OER projects. The presentation focused on the potential of the toolkit for integrating OERs within curriculum design and review as part of the cascade framework.</p>

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Mindmap	<p>Mindmap of the cascade framework http://www.mindmeister.com/78727474/cascade-framework-draft</p> <p>This mindmap was created to help the project team visualise the emerging cascade framework and identify priority areas.</p>
Leaflet	<p>OER fact sheet http://www.slideshare.net/CSAPSubjectCentre/oerfactsheet15-oct2010</p> <p>The fact sheet provides an overview of the aims and objectives of the OER programme (both pilot and second phase), introduces some of the OER key initiatives such as MIT OpenCourseware, Jorum and MERLOT repositories. It also focuses on key points and benefits of OERs as well as issues related to IPR, copyright and Creative Commons licensing.</p> <ul style="list-style-type: none">- Open Educational Resources Pilot Programme (April 2009-April 2010)- Open Educational Resources phase 2 (August 2010-August 2011)- OER key initiatives- Evaluation and synthesis report
Leaflet	<p>Resources on open textbooks http://www.slideshare.net/CSAPSubjectCentre/csapoer2cascaderesourcesonopentextbooks31-jan2011</p> <p>The leaflet covers major US-based open textbooks initiatives, including the Open Access Textbooks Project, Community College Consortium for Open Educational Resources and College Open Textbooks. It also signposts relevant resources on finding, authoring and sharing open textbooks.</p>
Leaflet	<p>Open Educational Resources: Cascading Knowledge http://www.slideshare.net/CSAPSubjectCentre/open-educational-resources-booklet</p> <p>The leaflet is aimed at a general social sciences audience and provides information about the involvement of C-SAP in the UK OER programme.</p>
Discussion paper	<p>Accessibility issues in the context of C-SAP cascade project http://www.slideshare.net/CSAPSubjectCentre/accessibility-issues-in-the-context-of-csapoer2-project</p> <p>This working paper makes the case for developing OER-specific accessibility guidance and focuses on incentives for embedding accessible practice. It also discusses the relevance of communities of practice framework for supporting</p>

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	accessibility in the context of OER programme.
Wiki	Cascade project wiki At the moment, the wiki is a closed, password protected working space for the partners to share ideas, offer their responses to the reflexive tasks and share early versions of the resources being developed. The wiki will be opened up at the end of August and will function as a resource reflecting the process of developing the cascade framework.
Project methodology	Methodology for developing a cascade framework The cascade project methodology is based around a critical engagement with OERs, embedded within the social sciences framework of knowledge production. It encourages a critical exploration of tacit elements of OER creation, with an emphasis on issues related to pedagogy.

See also Appendix 2 (page 20) for information about user statistics.

How did you go about achieving your outputs / outcomes?

The aim of our project is to develop a sustainable cascade framework for release, reuse and repurposing of OERs within the context of the social sciences curriculum, with an emphasis on exploring pedagogy-related issues. Overall, our engagement with curriculum issues has taken the form of examining the impact of institutional context on academic practices which shape the curriculum and their relevance for OERs. We have also focused on the relevance of the disciplinary context (in particular, the specificity of social sciences and the process of knowledge production) for OERs.

Project methodology: overview

In terms of methodology, the project is working with a small cluster of academic staff from three HEIs, including an HE in FE institution. Building on our experiences from the OER pilot project, we have developed a collaborative method of working with our partners, with an emphasis on reflection in the process of learning about OERs. Through a series of reflexive tasks (see page 6 for links to relevant documents), project partners are encouraged to expose and challenge some of the tacit assumptions about academic practice and sharing teaching resources. This approach is combined with face-to-face meetings. Partner meetings¹ took place in October 2010, January 2011 and June

¹Relevant blog posts about partner meetings can be found on the project blog <http://csapopencascade.wordpress.com/category/project-meetings/>

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2011. Project partners also had a chance to participate in an additional workshop in May devoted to technical issues such as the use of VoiceThread and depositing Blackboard-based content into educational repositories. Furthermore, the project team (project manager, consultant and critical friend) are providing on-going support as and when requested by the partners.

Project methodology: approach to evaluation

Our reflexive approach towards the project methodology also extends to evaluation. We have arranged for an external evaluator to undertake summative evaluation of the project and specified within the brief that the evaluator should explore partners' understanding of the collaborative/reflexive approach towards developing a cascade framework. At the same time, formative evaluation has been on-going throughout the lifetime of the project and so partners had the opportunity to engage in informal evaluation through reflexive tasks designed by the project team and offer feedback on their emerging understanding of the cascade framework. Furthermore, through partners' responses to the reflexive prompts within the tasks, as well as follow-up phone conversations, the project team had a chance to gain an insight into partners' contributions to the project and their progress. This is where the contributions of the project consultant (Richard Pountney) were particularly valuable in terms of drawing out the tacit elements of partners' pedagogic practices in the context of OER production.

There is also an element of student evaluation, where possible, partners have incorporated OERs into their teaching and offered their students a chance to provide feedback through surveys and focus groups; student were also involved in user testing of the resources being developed in the context of the project.

In addition to the formal evaluation, the project critical friend has undertaken an internal evaluation focusing on issues around project methodology. While only two of the partners took part, those conversations offer a useful insight into partners' perceptions of project methodology, as reflected in the quotes below:

There are times that I would sooner focus on getting the resources into the correct format for JORUM rather than take the time to complete tasks but they have been useful and my response at the end of the project will probably see the tasks much more positively.

When the project first began it all seemed quite daunting and uncertain. As the project has progressed we have grown in confidence and we have really benefitted at a local level and even at the level of being able to spend time working together (...) Overall the project's

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methodological approach has been very positive experience and there is a sense that partners do not want the project to end as that will return them to the 'real world'.²

The above quotes reflect some of the issues involved in adopting a more reflexive approach to OER creation/release as well as some potential problems with the transferability of the cascade framework outside of the context of OER programme. The C-SAP cascade framework seems to be challenging what our partners consider to be part of their "normal" academic practice and pushing them beyond their comfort zones. There are some positive elements to being challenged in that way – hence possibly the comment about unwillingness to return to the "real world". At the same time, the approach we have chosen could be seen as potentially too time-consuming and at odds with the needs of busy lecturers who might only be interested in gaining technical competence in creating OERs. While not mentioned here explicitly, the institutional diversity of our academic partners might have made it more difficult at times to engage in reflexive activities and identify commonalities in that context. At the same time, both partners quoted above seem to recognise the long-term potential of the C-SAP cascade approach and the perhaps less tangible awards of being able to spend some time on reflexive activities and focus on the "why" rather than "how-to" of OERs. Those issues will be further explored in any future conference and research papers emerging from the project.

Cascade framework priority areas

Throughout the lifetime of the project, we focused on three priority areas closely linked to project objectives: student engagement, OER release and the cascade framework. The collaborative nature of our project methodology meant that our work within those areas was also informed by issues that project partners identified as relevant to their own practice, such as challenges specific to HE in FE or the Welsh-medium context in the curriculum. Accordingly, those issues are reflected in the OERs that the partners are planning to release (for more information, see Appendix 1, page 19) as well as the project blog.³ In addition, our engagement with issues related to the social sciences curriculum has focused mostly on exploring ways in which institutional context affects "readiness" for OERs and the process of OER creation and (re)use. Accordingly, in the context of the project, we have also explored the challenges of engaging students with OERs, especially when those resources are positioned outside of the core curriculum.

Cascade framework elements: Student engagement (HE in FE context)

Institutional context has strongly influenced issues around student engagement, as demonstrated by the experiences of our FE partners from University Centre at Blackburn College [UCBC], who at the

² Both quotes are located on password-protected project wiki which is due to be released in August, see section devoted to project outputs.

³ See posts tagged under "cascade framework"

<http://csapopencascade.wordpress.com/category/cascade-framework/>

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outset of the project hoped to explore the pedagogic potential open education and the concept of students as creative co-producers of knowledge (Neary and Winn, 2009; Winn, 2011). This radical vision clashed with students' general unwillingness to engage with OERs even at the level of use, let alone re-use and creation. This was illustrated very vividly through the findings from an informal focus group aimed at introducing students to OERs, which included an overview of OER repositories as well as ideas around open education such as edupunk etc. While initially the students seemed to appreciate the concept of using OERs, their interest was short-lived:

virtually all members of the group had not really interacted with the materials in any way whatsoever. So, I asked them why this was the case, and the various (though quite standard) responses related to the 'context' (or perceived rationale) to actually embark upon such activities. The group (even the few students who had made at least some attempt to access the OERs) identified as part of their feedback, that, as undergraduates, their preference is to focus upon specific and directed research, self-directed activities that can 'clearly' (and positively) influence the grades attained in assignments (and exams).⁴

Thus the main issue was that students struggled to see the relevance of OERs and perceived them as extracurricular and external to their learning. Overall, this is an important finding in terms of positioning OERs within the curriculum, at the same time the quote points to challenges involved in realising the full potential of OERs for learning and teaching.

Cascade framework: OER release

The partners' institutional context featured strongly when it came to identifying priority issues for the project and so one issue that became quite prominent was that of Welsh-medium context within the social sciences curriculum. Our partners located within the Welsh Federal College (<http://www.colegcymraeg.org/>) are creating and repurposing OERs in the context Y Porth learning gateway (<http://www.porth.ac.uk/en/>), which has been developed to allow universities across Wales to share Welsh medium resources nationally and deliver cross-institutional university modules using innovative e-learning technologies. There are complexities in terms of three levels of access to Y Porth, which hosts resources that are freely and openly available to anyone regardless of their institutional affiliation; resources available to any student or member of staff across the federation of Welsh colleges and finally resources that can be accessed only by students and staff on a particular module. Another significant challenge that the project team encountered was that the environment of Y Porth is only provided in Welsh. At the same time, our colleagues argued that overall, Welsh-speaking academics should in general be quite receptive to the ideas of OERs due to a

⁴ Quote is located on project wiki.

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cultural context within which sharing is essential to sustain teaching in social sciences through the medium of Welsh.

The specificity of social sciences disciplines came up as yet another issue of relevance with regard to OER release; this aspect of OER creation has been particularly pronounced in the context of work being undertaken by our Teesside University partners. As mentioned throughout the report, the C-SAP cascade framework draws on insights from social sciences where knowledge is contested and contestable, this is reflected in the following comment from one of the Teesside University partners posted on the project wiki:

When we are thinking about what works best as an OER, we are invariably asking questions about our discipline and how we think about teaching and learning. (...) students might bring to the study of criminology representations about victimisation, offending, and the major criminal justice agencies which respond to offending, as found in the media (...) I have a very clear idea of what works in that face to face situation, and that has been honed each year by the responses of students. There are often debates within criminology about how best to teach, conceptualise and explain the subject. (...) This raises wide ranging questions about learning and teaching in criminology, and how we might acknowledge these questions in OER design.⁵

This comment emphasises the relevance of the approach undertaken by the C-SAP project that attempts to articulate the tacit understandings of academic and pedagogic practices within social sciences disciplines. At the same time, the above quote also points to the importance of considering the disciplinary context in which OERs are produced and (re)used.

Immediate Impact in the context of cascade framework

While we have experienced a number of challenges when it comes to realising the full potential of project methodology (and by implication, OERs), we can already report on a number of positive changes related to our participation in the UKOER programme. One such substantial change has been in terms of the uptake of Web2.0 tools for managing the project and disseminating work-in-progress.

Web2.0 tools constitute another important element of our methodology and so we have maintained a Wordpress-based project blog (csapopencascade.wordpress.com) to document work-in-progress and reflect on issues of broader significance to the OER programme. All of the relevant online resources have been bookmarked on our delicious account

⁵ Quote is located on project wiki.

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(<http://www.delicious.com/csapoerphase2>) and we also have created a dedicated netvibes account (<http://www.netvibes.com/csapoer2>) to manage information coming through blogs created by projects within the UKOER programme as well as wider OER community. Any resources produced in the context of the project have been uploaded to our Slideshare account (<http://www.slideshare.net/CSAPSubjectCentre>) under a Non-Commercial-Attribution-Share-Alike Creative Commons license. We have used tools such as prezi and mindmeister in order to capture the process of developing the cascade framework.

In particular, Twitter is one of the tools that the project team have embraced quite early on in the project and have found it to be an extremely useful project management tool. We are using a dedicated Twitter account (@csapoer2)⁶ both as a tool for getting access to vetted, high-quality resources coming through the broader OER network as well as a method of communicating work-in-progress and signposting to resources produced in the context of the project. We have also successfully used Twitter during project meetings to demonstrate its potential for offering space to explore issues around tacit practice and to reflect on the processes involved in opening up teaching resources:

The project meeting yesterday saw a renewed commitment to Twitter on the part of our academic partners. While we continued our conversation about pedagogy and critical approaches towards OERs, we simultaneously tweeted some of the questions that arose (using the #csapoer hashtag for the meeting) and this way went from sitting in a small room with six people to interacting with a much broader audience who retweeted our comments, responded to some of the questions and kept the conversation going (Gruszczynska, 2011).

Both Twitter and our project blog have given us a chance to increase involvement with the wider OER network (UK wide and beyond) and the quotes below demonstrate some of the conversations that took place as a result:

Great post, interesting initiative. OER in different languages, and within different cultural contexts, is a very interesting question to explore. (...) I am very happy to hear that there are plans to localize OER into Welsh, very exciting! (Haklev, 2011).

Your point on research is spot on – (...) OER I can imagine are similar – during teaching I always found resources not quite what I wanted so continued the never ending search ! I'd

⁶ As of June 20th, the statistics are as follows: 66 followers, 105 following, 59 Tweets

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appreciate it if you could let me know when and where the wiki will be available – it will definitely be worth a read ! (Habib, 2011).

Overall, our engagement with Web2.0 tools is closely related to our attempts at modelling best practice with regard to copyright and open education, especially given that one of our project objectives is sharing and developing deeper and wider expertise in the significance of social science open educational content.

Future Impact

In terms of future impact, partners have plans to cascade the knowledge gained in the context of the project in their respective institutions and are organising dissemination events due to take place in September 2011 (with all expenditure due to occur in August). We see those events as an essential element of “cascade in action” where partners adapt elements of the cascade framework to suit their needs and reflect their institutional context. The event organised by University Centre Blackburn College partners will involve colleagues from local colleges and focus on challenges of open education in the context of HE in FE, while the event organised by the Welsh academic partners will focus on locating OERs within an already existing culture of sharing teaching resources informally. The Teesside partners plan to emphasise issues related to the disciplinary context for embedding OERS within the social sciences curriculum.

Importantly, we are embedding OER-related issues into other areas of work undertaken by C-SAP, such as our early careers workshops aimed at PhD students and post-doctoral researchers within the social sciences. At a recent workshop, which took place on 9-10th June we included a session on OERs and copyright. Following positive feedback from the attendees, the session on open education will now be included in forthcoming early careers workshops. We are also ensuring that the booklet “OERs in social sciences: cascading knowledge” is added to delegate packs for all C-SAP events. OER dissemination will also be embedded within C-SAP events planned for later this year, including an e-learning event due to take place in October. We are aware of our obligation to maintain the resources for three years past the end of project, at the same time, C-SAP will be wrapping up its activity in December 2011, given the restructuring of the Higher Education Academy. At the moment, we are finalising plans for maintaining the resources after the closure of the centre and will be able to provide more information in time for the final project report. Similarly, we are currently developing a policy for tracking usage of resources produced in the context of the cascade project past December 2011.

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Conclusions

General conclusions

Overall, we believe it is important to encourage a broader discussion on issues related to the open education principles and the transformative potential of OERs for pedagogic and academic practices. The suggested reflexive yet critical approach towards OERs should also engage with the question considering under what conditions individuals will take risks with their pedagogy. This is of particular importance especially in view of the forthcoming challenges in the higher education sector and the climate of heightened student expectations.

Conclusions relevant to the wider community

We believe that our work has identified some problems related to the current academic practice of viewing OERs as supplemental. The implications of this practice are two-fold – first of all, it informs student attitudes towards OERs and results in their rather low uptake; secondly, viewing OERs as supplemental means that issues around assessment, accreditation or embedding OERs within the core curriculum fail to be adequately addressed. Both students and academics might be missing out on a chance to enhance their digital literacy skills and engage with more innovative teaching and learning practices. Certain assumptions about using online resources remain unchallenged, such as for instance the belief that it is unnecessary to address issues around copyright if an online resource is used or shared within an educational context.

Conclusions relevant to the HEA/JISC

Our work has demonstrated that there is a need to address the institutional as well as disciplinary context in which OERs are produced and re-used. Importantly, we believe that there should be more of an emphasis on addressing issues specific to the HE in FE sector. At the same time, we have attempted to highlight not just the challenges experienced by our colleagues in FE institutions such as for instance very high teaching workloads, low priority given to research activities etc. but also potential contributions that they could make to the sector in general, given the high priority of teaching and providing support to the students. On a related note, our colleagues have suggested that within HE in FE institutions OERs could function as a valid alternative to publishing in a situation where producing peer-reviewed research is often not a feasible option because of a huge teaching workload.

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Recommendations

General recommendations

Overall, we would also like to emphasise the relevance of discussing issues around pedagogy and recommend a continued engagement with examining tacit aspects of academic practice and their relationship to OER (re)use.

Recommendations for the wider community

Given the experiences of some of our project partners, we would welcome the development of guidelines and/or toolkits aimed at making the case for OERs with senior management and high-level stakeholders. While similar toolkits have been developed in the context of the US-based Open CourseWare consortium project (OpenCourseWare Consortium, n.d.), it would be useful to have access to guidelines that recognise the specificity of the UK HE/HE in FE sector.

Recommendations for the HEA/JISC

Finally, based on our experiences, we would recommend that any future JISC/HEA projects are actively encouraged to take up Web2.0 applications as project management tools; in particular, we would recommend the use of Twitter for dissemination purposes as well as creating and sustaining research networks and the use of blogs to communicate work-in-progress.

Implications for the future

We believe that our work emphasises the relevance of addressing issues related to pedagogy and tacit elements of academic practice, and that crucially, those are as important as issues related to technical development. Furthermore, our work emphasises the need to explore student attitudes towards OERs and so it might be beneficial to undertake further work which focusing around student understandings of OERs and factors that could influence a more active engagement of students with those resources. On a related note, further work on the implications of embedding OERs within the curriculum should address issues around accreditation/assessment.

As mentioned earlier in the report, the project team strove to become part of an OER network especially through the uptake of Web2.0 tools and we hope to maintain those connections. We also hope that through some of the connections created in the context of the project we might be able to identify a community of users that will continue to be engaged with the cascade framework. One such community could be the network of current and past SCORE fellows, especially as the cascade project manager is due to undertake a SCORE fellowship from October 2011 which will build on her experiences of being involved in the UKOER programme. Similarly, we hope that current cascade partners will continue their engagement with the OER agenda, even if on a smaller scale, for

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instance, UCBC partners are planning to introduce the “Creativity for edupunks” resource to members of staff at their institution in the new academic year.

In terms of sustainability of project outputs, we will be able to answer those questions in more detail once the C-SAP has established a policy for long-term maintenance of its resources after the closure of the subject centre. At the time of writing this report, the policy was not yet available, however we are aware of our contractual obligation to maintain the resources for three years following the end of the project.

Long-term project contact – Anna Gruszczynska a.gruszczynska@bham.ac.uk (until 21 December 2011); ania.gruszczynska@gmail.com (from 22 December 2011)

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Appendices

Appendix 1: Resources created by partners

University Centre Blackburn College [UCBC] partner

Phil Johnson and Craig Hammond

“Creativity for Edupunks” is a resource aimed at HE in FE staff that will comprise of eleven approximately 3-hour long activity-based sessions, covering issues related to identifying, locating, releasing and putting OERs into curriculum, understanding the concept of “openness” as well as pedagogical issues around student engagement and in particular innovative assessment. More broadly, the resource will also encourage reflection on the space of research in the working lives of teaching professionals.

This is a pbwiki-based resource.

Welsh Federal College partner (University of Cardiff/Bangor University)

Delyth Morris and Dafydd Trystan

- 10-credit SPSS module in Welsh to become part of the MA in Language Policy and Planning (Repurposed from OpenLearn module [“Getting started with SPSS”](#))
- 20-credit Research Methods module (Repurposed from resources produced for C-SAP project [“Welsh Medium Research Methods Resources for the Social Sciences”](#))

Both resources are to be released as a Blackboard cartridge.

Teesside University partner

John Craig and Mike Teague

The courses below are 20 credit modules to be repurposed from a Foundation degree and BA top-up in governance and public management:

- Understanding public management
- Doing policy
- Governance and social change

Resources will be released as a combination of module hand-outs (Word/pdf documents) and presentations (PowerPoint), to be confirmed.

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Appendix 2: Analytics for cascade resources

C-SAP cascade resources on slideshare

Title	Link	Views
OERs across sectors	http://www.slideshare.net/CSAPSubjectCentre/oers-across-sectors-csap-oer-cascade	134
Cascade reflexive task-peer review	http://www.slideshare.net/CSAPSubjectCentre/cascade-reflexive-taskpeer-review	117
Introducing Open Educational Resources	http://www.slideshare.net/CSAPSubjectCentre/cascadetask1forpartnersintroducingoe-rs	175
Developing the cascade framework	http://www.slideshare.net/CSAPSubjectCentre/csapoer2reflexivetask3developingcascadeframework3-feb2011	184
Exploring Open Educational Resources	http://www.slideshare.net/CSAPSubjectCentre/cascadetask2forpartnersexploringoe-rs	253
OER fact sheet	http://www.slideshare.net/CSAPSubjectCentre/oerfactsheet15-oct2010	188
OER booklet	http://www.slideshare.net/CSAPSubjectCentre/open-educational-resources-booklet	139
Accessibility issues in the context of C-SAP cascade project	http://www.slideshare.net/CSAPSubjectCentre/accessibility-issues-in-the-context-of-csapoer2-project	169
Resources on open textbooks	http://www.slideshare.net/CSAPSubjectCentre/csapoer2cascaderesourcesonopentextbooks31-jan2011	301

C-SAP project blog: Number of views

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2010									26	68	117	89	300
2011	78	130	208	102	152	117							787