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## JISC Project Plan

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# 1. Project Overview

## 1.1 Project Summary

The Sesame project aims to produce a rich and sustainable source of open educational resources (OER), aimed at adult learners and their tutors, but of use to all, across a broad range of subject disciplines. The resources will be made freely available for others to view, download, repurpose, and incorporate in to their own learning and teaching.

OER will be produced in the form of a series of open online course sites, containing newly-generated resources such as podcasts, course notes, slides and more, created and released as OER as the Department's weekly classes are taught. The project will also collate subject-specific guides starting with Archaeology; Architectural History; Art History; Creative Writing; French; History; Literature; Philosophy; Study Skills and Spanish to support tutors to discover and use pre-existing resources in their teaching. In addition to these sites, resources will be disaggregated and made available through other mainstream portals such as [iTunes U](#), <http://podcasts.ox.ac.uk> and [Jorum](#), and openly licensed so that others can easily discover, download and incorporate them in to their own courses.

To do this the Sesame project will work with part-time tutors and students on the University of Oxford Department for Continuing Education's [weekly class programme](#) to identify existing, and create new online resources to support their teaching and learning. It will develop procedures, guidance and tools to ensure engagement with OER and open academic practices are core to the provision of technology-enhanced learning on this programme. By undertaking these activities in close consultation with core stakeholders, the project will ensure all developments are sustainable beyond the funding period.

The overall aim of the Sesame project is to:

Create and provide open educational resources (OER) for teachers and learners through the work of the weekly class programme.

With specific aims to:

1. Embed open ways of working in the development and delivery of weekly classes
2. Increase awareness and knowledge of OER among weekly class staff and students
3. Enable weekly class students to find and use appropriate, validated OER in their work
4. Improve part-time tutors' skills and confidence in identifying, using and creating OER
5. Widen access to Oxford's teaching to new audiences globally

## 1.2 Objectives

The objectives of the Sesame project are to:

- Create and release new open content
- Develop tools and processes that facilitate open practices
- Provide training to support part-time tutors to identify, use and create OER
- Develop infrastructure to enhance discovery of OER generated by the weekly class programme
- Share lessons learned from the project with JISC and the wider community

In particular we intend to:

- Work with a minimum of 50 part-time tutors and their students on the University of Oxford Department for Continuing Education's weekly class programme<sup>1</sup> to identify existing, and create new online resources to support their teaching and learning.
- Develop procedures, guidance and tools to ensure engagement with OER is core to the provision of technology-enhanced learning on the weekly class programme.
- Test all developments for sustainability once the project funding is complete.
- Create a minimum of 20 open online course sites and ten subject sites, using a lightly structured framework containing OER, that support the syllabus of the Department's Certificate of Higher Education and weekly class programme.
- Promote these sites to all students studying weekly classes, but also to draw them to the attention of prospective students to scaffold their engagement with Higher Education.
- Establish a Discovery point through which the outputs of the project will be released.
- Disaggregate the contents of these sites, where appropriate, and release these as individual OER or resource collections through appropriate portals (such as [iTunes U](#), <http://podcasts.ox.ac.uk> and [Jorum](#)) for use by other institutions and individuals.
- Release all supporting resources developed by the project, such as guidance notes, tools, workshop presentations etc. as OER for reuse by others.
- Continue to update, develop and expand OER subject collections and new course sites containing OER materials beyond the end of the project funding as part of the core activities of the weekly class programme.

### 1.3 Anticipated Outputs and Outcomes

Output	Brief Description
<b>Open content</b>	Including subject collections, exemplar sites, and collections of resources to support the teaching of individual weekly class courses containing both existing open content and newly generated resources such as podcasts, worksheets and slides released as OER as the courses are taught.
<b>Tools and processes</b>	Including templates, forms, workflow diagrams and working processes to facilitate embedding open practice in the delivery of the weekly class programme.
<b>Workshops and training materials</b>	Including the production of training materials, guidance notes and other supporting materials for part-time tutors on how to identify, use and create original OER (such as podcasts).
<b>Discovery point</b>	This will provide the main interface from which users will access the open content produced by the project. It will also include functionality to disaggregate individual OER and feed then in to other platforms to enhance discoverability by multiple audiences.
<b>Case study</b>	At the end of the project a case study, or similar resource, will be produced to share the findings of the project with the wider HE community.

#### Outcomes

1. The weekly class programme embeds open practice in its work.
2. Part-time tutors of the weekly class programme use and create new OER to support teaching their classes.

<sup>1</sup> It is possible to get a sense of the range of courses offered by the Department's weekly classes programme from the following course listing: <http://www.conted.ox.ac.uk/courses/results.php?Category=400>.

3. The open content produced by the project is used by weekly class students and is discovered and reused by other teachers and lifelong learners.
4. Quality of the teaching and learning on the weekly class programme is improved through the use of OER by part-time tutors and students.
5. Hourly-paid part-time tutors engage in new ways with university teaching culture.

## 1.4 Overall Approach

### Methodology

The Sesame project will build on the Department's experience of developing online services and working with staff who are comparatively new to using technology to support their teaching and learning practice. Over the years we have built a rich array of resources, procedures and practices to support staff engagement with technology and to improve digital literacy. The Sesame team also has broader experience of implementing change in the Department. The project will use this knowledge, in conjunction with examples of best practice from earlier OER projects<sup>2</sup>, and apply them to engage with a new audience – our students on open access courses, the Weekly Class Office and part-time hourly-paid tutors.

Technically we will build on work already in place in the University, for example the infrastructure put in place for the University's Oxford podcasts and iTunes U sites<sup>3</sup>, only developing interfaces onto these existing systems where necessary to provide a coherent platform for staff and students to engage with the project and its outputs. Our technical developer and the developers based in the central Oxford University Computing Services (OUCS) have worked together in the past and will stay in close contact to ensure that all technical developments both meet the needs of the Department and are compatible with the wider institutional systems managed by OUCS.

After an initial period of development to create preliminary supporting resources based on best practice from previous JISC work and our own activities, we will engage with a small group of part-time tutors to test our initial materials, guidance documentation, templates and processes to develop exemplar OER-based course sites. We will then use this experience to refine these materials so that they can be delivered in several workshops to larger numbers. Once this process has run twice we will refine them further to offer self-service resources to support wider, less closely supported uptake locally and to ensure that the open resources are in the most appropriate form for reuse by others. At each stage those who have participated before will join the project team as mentors to those who have not yet engaged, building on existing networks within the weekly class programme.

It is anticipated that content will be produced in two main forms, as collections of validated existing OER and as new material created during the face-to-face teaching process – principally in the form of supporting materials and podcasts (and occasionally videos) of lectures. Although this would not preclude the creation of OER in other formats such as short introductions to key concepts, multimedia resources etc.

In parallel with engaging part-time tutors, we would like to experiment with allowing our students to contribute to the collation and potentially creation of OER (within the constraints of the necessary quality assurance mechanisms) to enhance our wider programme. With an

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<sup>2</sup> For example the Open University's introductory resource on creating open educational resources: <http://openlearn.open.ac.uk/course/view.php?id=3636>.

<sup>3</sup> Oxford's podcasts.ox.ac.uk and iTunes U sites can be accessed from: <http://itunes.ox.ac.uk/>.

adult learning cohort of around 8,000 students from a wide variety of backgrounds we are aware that our weekly class students have much to offer and will have discovered relevant resources while pursuing their self-directed studies. In particular, on our online courses students will potentially be able to identify and share resources that provide a truly global perspective on topics that a single academic could never hope to achieve. We would like to try and build on this experience giving us the potential of a wider breadth of content than could be achieved by working with our part-time tutors alone as well as offering us new ways to engage with students and gather feedback on their learning experience.

We intend to provide OER for our courses in a way that adds academic value to the student, tutor and institution without overburdening tutors, administrative staff or other resources. To manage this both during the project and going forward we will work closely with the weekly class programme team, and technical and media support staff to ensure the procedures, tools and workflows we implement are appropriate and can be smoothly integrated into their working practices.

### Scope and boundaries

While the project does hope to engage with academics and staff across the Department in the future the scope of the project is to specifically address the requirements of the weekly class programme and the new Certificate of Higher Education, making this the central focus of activities.

### Critical success factors

The four critical success factors of the project include:

- Engaging sufficient part-time tutors and students from the weekly class programme to produce a reasonable volume of OER.
- Developing tools and processes that encourage and enable tutors, students and administrative staff to engage with the project.
- Ensuring that key activities occur at the correct time in the academic cycle for their implementation.
- Developing OER activities so that stakeholders can engage without a prohibitive increase in their workload thus ensuring the sustainability of the project beyond the funded period.

## 1.5 Anticipated Impact

Impact Area	Anticipated Impact Description
Teaching & learning excellence	We anticipate the project should enable us to improve teaching and learning standards on the weekly class programme through providing access to new resources and learning opportunities. In particular it will equip our part-time tutors with new knowledge and skills in OER creation and use. This should be evidenced with statistical data and testimonials from our tutor and staff surveys, the concluding focus group, external examiner reports and other feedback opportunities throughout the programme.
Increased effectiveness	We anticipate the project should enable us to be more effective by offering considerably more to our students and the wider world with minimal extra resource required from the weekly class programme. This should be evidenced with statistical data and testimonials from our tutor and staff surveys, as well as metrics from our Discovery point. The case study will collate this information to demonstrate impact.

Helping with future technology needs	Weekly class courses taught face-to-face do not currently provide any technology-enabled support for students. This project will enable us to implement this and to improve the skill set of our tutors, staff and students to better prepare them for future engagement with technology in their teaching and learning. This should be evidenced with testimonials from our tutor and staff surveys, concluding focus group and other feedback opportunities throughout the programme. The case study should collate this information as appropriate.
Have a positive impact on wider society	Through collecting and releasing OER through the activity of the weekly class programme, we anticipate providing valuable new learning materials to wider society. This should be evidenced with testimonials, if available, and through statistics from our Discovery point and other dissemination paths, such as iTunes U.

## 1.6 Stakeholder Analysis

Stakeholder	Interest / stake	Importance (H/M/L)
Part-time hourly-paid tutors of weekly classes	Core stakeholder group and main producers and collators of OER and users of the systems, tools and processes developed by the project.	H
The Department's senior management team	Impact of project activities on quality of teaching and learning and the wider reputation of the Department.	H
Directors of Study of weekly class programme	Impact on teaching and learning within the weekly class programme.	H
Weekly class administrators and managers	Incorporating project activities in the programme's administrative processes and sustaining activities beyond the funded period.	H
IT, library and student support staff	Supporting participants.	M
Oxford University Computing Services staff supporting OER services	Ensuring the needs of this significant constituency of users are met by central University services supporting the release of OER.	M
Students studying the Department's weekly classes	Consumers and producers of OER.	H
Teachers of adult learners	Consumers of project outputs.	M
Lifelong learners	Consumers of project outputs.	M
Those with accessibility issues	Producers of OER and consumers of project outputs.	M
HE institutions seeking to achieve similar outcomes	Consumers of project outputs.	M
OER community	Producers of resources for collation and potential consumers of project outputs.	M
TALL (Core project team)	Ensuring the project is successfully completed on time and within budget, that it meets its aims and objectives and is considered a success by stakeholders.	H
JISC (funding body represented by Programme Manager, David Kernohan)	Ensuring project activities meet the wider objectives of the UKOER3 programme and represent value for money.	H

## **1.7 Related Projects**

The following related projects have been undertaken by the project team:

Mosaic – In 2008/09, funded by the JISC e-Learning programme RePRODUCE strand, this project developed an online course ‘Voices from Our Past: the Earliest English literature’ by reusing existing online resources.

<http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/reproduce/mosaic.aspx>

Cascade – From 2008/09 to 2009/10, funded by the JISC e-Learning programme Transforming curriculum delivery through technology strand, this project investigated how technology could be used to enable the University of Oxford Department for Continuing Education to respond better to the challenges created by the government’s ELQ policy by enabling the Department to undertake its activities more efficiently, develop new, or repurpose existing, activities and augment the services currently offered to students.

<http://www.jisc.ac.uk/whatwedo/programmes/elearning/curriculumdelivery/cascade.aspx>

OER Impact Study – In 2010/11, funded by the JISC e-Learning programme OER Phase 2 strand, this project investigated the impact of Open Educational Resources (OER) use on teaching and learning.

<http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer2/oerimpact.aspx>

The project team has also been involved in, or benefitted from, the outputs of the following related projects undertaken by the University:

Open Spires – <http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer/openspires.aspx>

Steeple – <http://www.jisc.ac.uk/whatwedo/programmes/institutionalinnovation/steeple.aspx>

Great Writers – <http://openspires.oucs.ox.ac.uk/greatwriters/index.html>

## **1.8 Constraints**

The major constraint for this project is time as one year is a very tight timetable to deliver a project such as this. It is therefore essential to ensure we hit all key deadlines to fit in with the delivery of weekly class courses over the 2011/12 academic year.

While we have put resources against the project matching our experience of delivering in this area, depending on uptake from tutors and students we may have to manage internal resource very carefully as this is only available in finite amounts. Related to this, is the resource available to us from our delivery partners outside the core project team, in particular the weekly class team and OUCS, which will have to be carefully managed within the amount available to us.

## **1.9 Assumptions**

- Key dates in the weekly class programme academic year that have been identified and built in to the planning of the project will remain the same.
- Infrastructure developments by OUCS will happen as planned.
- The Weekly Class Office will be able to dedicate the time planned to the project.



- The weekly class tutors will produce sufficient materials of interest to a wider audience.
- It is possible to identify enough existing resources to produce valuable subject collections for the Certificate of Higher Education.

## 1.10 Risk Analysis

<b>Risk Description</b>	<b>Probability (P)</b> 1 – 5 (1 = low 5 = high)	<b>Severity (S)</b> 1 – 5 (1 = low 5 = high)	<b>Risk Score (PxS)</b>	<b>Detail of action to be taken</b> (mitigation / reduction / transfer / acceptance)
Unable to manage work within project time / loss of team members.	2	3	6	The work plan has been designed to match the availability of team members across the project's lifespan and skills overlap within the team enables flexibility in undertaking work.
Issues with recruiting part-time tutors.	3	3	9	Unable to predict if there will be too little or too much interest. Set expectations clearly, start recruiting at the earliest opportunity and allow flexibility in engagement opportunities.
Unable to identify sufficient existing OER in relevant subject areas.	3	3	9	Be aware that some subject areas will have better resources than others. Use existing experience of OER use to identify good sources, integrate pragmatic use of "free" if not openly licensed materials as appropriate.
Unable to generate sufficient OER from weekly class programme.	4	3	12	Embed OER production in core activities and ensure intrinsic value in participation, such as having materials released through University of Oxford portals.
Missing key deadlines in the annual academic planning cycle.	2	5	10	Have already consulted stakeholders about key deadlines in the academic planning cycle and have considered these in planning the workpackages.
Participants require too much support.	4	2	8	Set expectations about levels of support available and encourage mutual support and mentoring among participants.

Fields required to allow the Discovery point to push content to other portals (such as Jorum and iTunes U) create a barrier for users.	3	3	9	Use established taxonomies such as Dublin Core and JACS subject codes and align taxonomies required for the Discovery point, Oxltems, iTunes U, Jorum etc. and simplify, where possible, to meet stakeholder needs.
Oxltems authorization and authentication requirements prevent content being pushed from the Discovery point to other portals in a manageable way.	3	4	12	Consider access requirements to essential central University services in technical requirements and use nominated staff as proxies, if necessary, for this aspect of the project.
Being unable to provide content in all suitable formats to maximise use.	4	1	4	Consult stakeholder regarding the most important formats and prioritise these in technical development work.

## 1.11 Technical Development

Subject to more detailed analysis of requirements, the Discovery point and open online course site(s) will be built using the Drupal 7 content management platform, using standard modules where appropriate, and developing new modules if required. Site configuration will be managed using Drupal tools such as Drush and Features.

Any custom code will be managed using the Git version control system, and tested using the Drupal Testing Framework. Drupal is already used by TALL and OUCS, so should provide a solid starting point with opportunity for sharing the products of this work.

The platform will provide facilities for media management, tagging, and content feeds, via web forms. Provision of RDF metadata for semantic content discovery may be possible, depending on cost/benefit of implementation. We will use the Department's existing media server to host media files, to best manage the large file sizes, and enable content streaming.

Disaggregation will be performed by interfacing with the existing University of Oxford podcasting system, Oxltems, which requires use of the WebAuth Single Sign-On (SSO) system. Where appropriate, WebAuth should be used for authentication in Drupal.

## 1.12 Standards

Name of standard or specification	Version	Notes
RSS	2	RSS 2 generation is built in to Drupal. Other feeds, e.g. Atom may also be available.
PHP	5	Language Drupal is written in.
HTML, CSS, JavaScript	mixed	Standard web technologies.
RDF/RDFa, with relevant ontologies	TBC	May be implemented, depending on cost/benefit – to be investigated.
WebAuth/Shibboleth		Single Sign-On system for the University of Oxford.

UKOER minimal metadata specification		We will follow metadata standards as prescribed by the programme.
Dublin Core	TBC	To be used for common description metadata.
JACS	3	To be used for subject classification.
iTunes U categories		To be used for subject classification.

### **1.13 Intellectual Property Rights**

Information gathered during the course of the project that is not already in the public domain will be deemed to be the property of the University of Oxford. The information provided in the reports of the project, and the rights to all other output, will be deemed to be the property of the University of Oxford. However, project outputs will be openly licensed using a suitable creative commons license and will be disseminated widely by the University in partnership with JISC.

## **2 Project Resources**

### **2.1 Project Partners**

There are currently no formal project partners or subcontractors associated with this project, although we have allowed some resource for technical consultancy if required. Peter Robinson, Principal Investigator of the Great Writers project being undertaken by colleagues in OUCS, has agreed to be a member of our working group of stakeholders and we plan to work closely with him throughout the project to ensure all outputs from the University of Oxford OER projects are presented coherently.

### **2.2 Project Management**

The project will be led by Sean Faughnan, the Department's Director of Technology-Assisted Lifelong Learning (TALL) and Project Director, and managed by Marion Manton. The decision making body of the project will be the Project Management Group (PMG), which will include Sean Faughnan (chair), Marion Manton (Project Manger), Nicola Warren (Project Evaluator & Administrator) and Elizabeth Gemmill (Director of the Weekly Class Programme and Certificate or HE). Meetings of the PMG will be held monthly to ensure that milestones are being reached and effort is appropriately directed.

A working group of stakeholders will be formed to ensure representatives of the project's key stakeholder groups are consulted throughout the project and outputs and outcomes can be fully embedding in ongoing Departmental processes. In addition to members of the PMG the group will include:

- Claire Kelly (Manager of the Weekly Class Office)
- 1-2 Directors of study
- 1-2 Weekly class students
- 1-2 Part-time weekly class tutors
- Peter Robinson (PI of OUCS's UKOER3 Great Writers project)

These individuals will be kept informed of project activities by being sent fortnightly project updates and consulted on relevant matters throughout the project.

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Sean Faughnan and Elizabeth Gemmill will act as project champions, with the former responsible for championing the project within the Department and the latter championing the project from an academic perspective. We will also work with the directors of study and part-time weekly class tutors in the stakeholder working group and pilot activities to promote the project as required.

The project manager, Marion Manton, will keep in regular contact with David Kernohan, the JISC programme manager overseeing this work, to ensure that the project draws on appropriate JISC support resources, collaborates, where appropriate, with other projects funded by the programme, and that the outputs of the project are widely disseminated.

## 2.3 Project Roles

Team Member Name	Role	Contact Details	Days per week to be spent on the project
Sean Faughnan	Project Director	<a href="mailto:sean.faughnan@conted.ox.ac.uk">sean.faughnan@conted.ox.ac.uk</a>	0.15
Marion Manton	Project Manager	<a href="mailto:marion.manton@conted.ox.ac.uk">marion.manton@conted.ox.ac.uk</a>	2
Sue Dale	Project Assistant	<a href="mailto:sue.dale@conted.ox.ac.uk">sue.dale@conted.ox.ac.uk</a>	1
Nicola Warren	Project Evaluator & Administrator	<a href="mailto:nicola.warren@conted.ox.ac.uk">nicola.warren@conted.ox.ac.uk</a>	0.5
David White	Technical Lead & Media Production Trainer	<a href="mailto:david.white@conted.ox.ac.uk">david.white@conted.ox.ac.uk</a>	0.25
David Balch	Web Developer	<a href="mailto:david.balch@conted.ox.ac.uk">david.balch@conted.ox.ac.uk</a>	1
Elizabeth Gemmill	Director of Weekly Class Programme & Certificate of HE	<a href="mailto:elizabeth.gemmill@conted.ox.ac.uk">elizabeth.gemmill@conted.ox.ac.uk</a>	0.25
Claire Kelly	Manger of the Weekly Class Office	<a href="mailto:claire.kelly@conted.ox.ac.uk">claire.kelly@conted.ox.ac.uk</a>	0.25
From team of existing staff	Weekly Class Administrators	Contact via Claire Kelly	0.25
From team of existing staff	Media Technician	Contact via Marion Manton	0.25

### Training needs

It is not anticipated that any members of the project team have specific training needs in order to perform their project role. However, some team members will benefit from basic training to improve their knowledge and understanding of OER and the procedures the project will use to release open materials. This training will be provided by specialists from within the project team. Should any training needs emerge during the project, team members will be encouraged to raise these with the project director and project manager so that appropriate arrangements can be made.

## 2.4 Programme Support

There are no specific areas where we currently anticipate support, beyond the resources currently made available by JISC, such as advice on metadata and relevant outputs from previous projects.

### 3 Detailed Project Planning

#### 3.1 Evaluation Plan

We will carry out formative evaluation to monitor progress and ensure the quality of outputs during the project and to gather evidence to demonstrate that the project has achieved its aims and objectives. We will work with our evaluation partner, currently expected to be the University of Southampton as directed by JISC as well as the evaluation and synthesis project and David Kernohan to ensure we provide relevant information that JISC can use to support its evaluation of both our project and the programme more generally.

As outlined in full in section 1.4, the critical success factors of the Sesame project are to:

1. Engage a sufficient number of participants to produce a reasonable volume of OER.
2. Develop tools and processes to support participants to engage in the project.
3. Ensure project activities take place at appropriate points in the academic cycle.
4. Develop activities that stakeholders can engage with in a sustainable way.

The project outputs and these critical success factors will be evaluated as outlined in the draft evaluation plan below.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Monthly	Project management	Have milestones been met on time? Are stakeholders on board? Do we need to make any changes to the plan?	Fortnightly updates and monthly management meetings.	Project milestones are met on schedule.
Jan-11	Appropriateness of planned resources, the proposed release interface, and other release routes to end users	What types of resources would be most useful to end users – looking at subject, format, type and size? What information about resources would make them more useable? Are our release platform and other proposed release routes appropriate?	Focus group with weekly class students and tutors and others from the lifelong learning sector (in association with NIACE).	Potential end users rate proposals as relevant and useful and suggest improvements.
Feb-12 to Jun-12	Tools and processes	Are tools and interfaces easy to use? Can processes be easily followed? Can any improvements be made?	Piloting with stakeholders including observation and evaluation forms.	Tutors, students and administrative staff involved in courses selected for the pilots rate them as relevant and easy to use and suggest improvements.
Feb-12 to Jun-12	Guidance and support materials	Are these resources useful? Can any improvements be made? Are they being used?	Piloting with key stakeholders.	Tutors, students and administrative staff involved in courses selected for the pilots rate them as helpful and use them to assist them with their work.

Feb-12 to Jun-12	Workshops and other training events	Do the events achieve their aims? Do they equip participants with the skills and knowledge to engage in the project?	Reflection and collection of feedback from participants using evaluation forms.	Tutors involved achieve stated aims for event. 80% of participants completing evaluation forms rate the overall event as good or better.
Mar-12 and Jun-12	User acceptance: part-time tutors	How did part-time tutors find the experience of generating OER to support their courses? What are the main motivations for, and barriers to, use and creation of OER? Are part-time tutors prepared to continue to use and produce OER beyond the end of the project?	Additional questions on end of course Tutor report form.	60% of tutors completing evaluation forms indicate they are prepared to continue using and creating OER to teach their weekly classes.
Mar-12 and Jun-12	User acceptance: weekly class students	Are students using the OER provided for their courses? Do students value the availability of these additional resources? Can anything be done to make the resources more relevant to students?	Additional questions on end of course evaluation forms.	Students on courses supported by OER give satisfaction ratings at least equal to courses without any supporting online resources.
Jun-12 to Sep-12	Use beyond the weekly class programme	Are the OER produced being used beyond the Department? Are teachers and learners finding the resources useful? Is our dissemination effective in reaching potential audiences?	Web logs and user feedback collected.	The number of visitors to the Discovery point website increase steadily throughout the project. Positive feedback is received from users of the OER content.
Sep-12	Sustainability of project activities	Are part-time tutors prepared to continue to produce OER? Is the weekly class programme able to support the work on an ongoing basis? Is the Department able to sustain supporting the technical infrastructure?	Consultation with key stakeholders.	All stakeholders indicate they are able to continue project activities with existing resources or the benefits of the project are such that additional resources is identified within the Department to sustain the work.

Sep-12	Summative evaluation of the open content produced	Are our resources useful in terms of subject, file format, type and size? Does the information provided about them aid their use? Are resources accessible? Does our Discovery point and other release routes facilitate uptake?	Focus group with weekly classes students and tutors and others from the lifelong learning sector in association with NIACE.	Potential end users use our outputs and rate them as relevant, useful and accessible.
Oct-12	Summative evaluation of the project's overall achievements against aims and objectives	Was the project a success? Have the outcomes been achieved? What impact has the project had? What lessons have we learned?	Reflective review of overall project. Review of evaluation data.	Critical success factors are met, including producing the target volume of OER. Project activities are embedded in the weekly class programme and stakeholders indicate they will continue activities beyond the project.

### 3.2 Quality Assurance

Output / Outcome Name	Open content	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Dec-11 and revisited Jun-12	Elizabeth Gemmill	Existing academic QA processes embedded in the weekly class programme, where appropriate adjusted and extended.
Jan-12	David White	Set minimal technical standards and format requirements for multimedia.
Jan-12	David Balch	Testing to ensure that where format conversion is applied the quality of the resulting output is retained

Output / Outcome Name	Tools and processes	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Mar-12	Marion Manton	Testing all tools for usability by piloting with stakeholders.
Spring 12	Marion Manton	Testing that processes work through piloting with stakeholders.
Sep-12	Marion Manton	Reflecting on how tools and process are used by stakeholders.

Output / Outcome Name	Workshops and training materials	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Prior to workshops	Marion Manton	Clear aims and learning objectives are set in consultation with stakeholders. Training materials are reviewed by a representative of the target audience before delivery to ensure they are at an appropriate level.
Post workshops	Marion Manton	Review evaluation feedback after the event to ensure delivery of stated aims and suitability of training materials.

Output / Outcome Name	Discovery point	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Throughout development	David Balch	HTML validation and code testing with the Drupal Testing Framework.
Throughout development	David Balch	Ensure adherence to accessibility standards and apply appropriate tools e.g. the Accessibility passport.
Jan-12	David Balch	Benchmark on metadata schema on UKOER minimal metadata specification and other best practice guidance available.

Output / Outcome Name	Project overall	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Prior to submission	Project management group	Review of core project documentation, including the project plan, workpackages, budget, interim and final reports and the case study.
Throughout project	Project management group	Project management reviewed to ensure fit for purpose through regular meetings and to address any stakeholder feedback received.

### 3.3 Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Nov-11	Set up project website	Global	To provide general information about the project.	The aims and objectives of the project.
Nov-11	Initial contact with key stakeholders	Stakeholder working group members and pilot tutors	Inform key project partners about project.	Description of the project, the benefits of participating in the project, how to participate, and intended project outputs.



Dec-11	Present project at weekly class staff development event	Part-time weekly class tutors	Inform wider group of weekly class tutors about project.	Description of the project the benefits of participating in the project, how to participate, and intended project outputs.
Jan-12	Send email, post message in weekly class Tutor Moodle and circulate handouts	Weekly class tutors and students	Publicise exemplar sites to staff and students.	What resources are available.
From Jan-12	Publicise project in Departmental and University publications, and at relevant committee meetings	Wider Departmental and University staff, students and alumni	Share information about project activities and, encourage engagement with project outputs.	Information on the project and its outputs.
Feb-12 Mar- 12 May-12	Send email and post message in weekly class Tutor Moodle	Weekly class tutors	Publicise the three training workshops.	Availability of training and the benefits of participating in the project.
Feb-12 onwards	Email, message in weekly classes tutor Moodle and handouts	Weekly class tutors and students	Provide access to and promote tools and resources to stakeholders.	How to participate.
Apr-12 onwards	Publicise key milestone via TALL blog, Twitter and project website	Global	Announce availability of Discovery point.	Information on the project and project outputs.
Apr-12 onwards	Publicise project outputs via email and direct communication	The Open University, NIACE, UAL and other target external audiences	Promote and publicise project outputs and outcomes.	Information on the project and project outputs.
Oct-12	Publicise outputs via TALL blog, Twitter and project website	Global	Promote and publicise project outputs and outcomes.	Information on the project and project outputs.
Oct-12	Case study	UK HE institutions	Sharing lessons learned from the project.	If you are interested in achieving similar outcomes, learn and benefit from our experience.
Oct-12	Conference(s)	eLearning and life long learning practitioners	Share lessons learned from the project.	Lessons learned.
Throughout project	Participating in JISC events	eLearning and life long learning practitioners	Share lessons learned from the project.	What the project is, outputs and lessons learned.

### 3.4 Exit and Embedding Plans

Project Outputs/Outcomes	Action for Take-up & Embedding	Action for Exit
Open content	Make content available through the Discovery point and relevant repositories and portals such as iTunes U, <a href="http://podcasts.ox.ac.uk">http://podcasts.ox.ac.uk</a> and Jorum. Publicise the availability of content widely.	Ensure outputs are deposited in correct repositories, and are available through relevant feeds
Tools and processes	Make tools and processes publicly available and promote them. During the project, work with the Weekly Class Office to develop tools and develop processes as part of the programme. Agree which staff will be responsible for managing tools and processes.	Ensure tools and processes are made available on the project website and deposited in relevant repositories. Ensure all documents relating to tools and processes are handed over to the Weekly Class Office to manage on an ongoing basis.
Training materials	Make available on project website and through relevant repositories and publicise widely. Internally, agree who will be responsible for providing training for part-time tutors on an ongoing basis.	Ensure tools and processes are made available on the project website and deposited in relevant repositories. Handover training materials to designated member of staff.
Discovery point	Publicise Discovery point and expand it during the project. Agree who within the Department will be responsible for the infrastructure of the site and the feeds to other portals beyond the end of the project and agree a phased handover during the project.	Ensure technical set up of the site is well documented and formerly handover responsibility for the technical infrastructure to the designated individual or group within the Department to maintain it on an ongoing basis.
Case study and final project report	Make available on project website, JISC project website and through relevant repositories. Liaise with JISC to publicise outputs to relevant audiences and incorporate findings in wider programme outputs.	Archive content and ensure it is deposited in relevant repositories.
Open academic practice is embedded in weekly class programme	Ensure project activities are embedded into the ongoing work of the weekly class programme delivery as outlined above.	Review resource requirements and which project activities can be continued and ensure relevant activities are handed over to relevant staff members as outlined above.

### 3.5 Sustainability Plans

As sustainability of project outputs and outcomes within the Department beyond the life of the project is a critical success factor of the Sesame project, plans for taking forward activities have been built in to relevant workpackages and considered in the Exit and Embedding plans above.

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## **Appendices**

***Appendix A. Project Budget***

***Appendix B. Workpackages***