

Cover Sheet <i>(All sections must be completed)</i>		JISC/Academy Open Educational Resources Programme			
Name of Initiative:		Open Educational Resources			
Programme bid to:		Individual	X	Institutional	Subject area
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Subject area:					
Name of Proposed Project:		openSpace			
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Length of Project:		1 year (maximum) to build			
Project Start Date:		April 2009		Project End Date: Ongoing / permanent	

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1. Acknowledgements

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Colaab has been particularly helpful in development concepts for online collaborative workspaces for media projects. Kaltura has also been particularly helpful in suggesting ways their media player can be used to share, edit and re-upload OERs. Lastly Channel Computing has provided invaluable support covering Drupal, PHP and the technical issues and solutions regarding the virtual learning environment platform.

2. Executive Summary

The innovation capital for the openSpace pilot rests on two key components: 1) subject matter; and 2) its community approach to open education. Both are key elements in the level of interest the openSpace project has gained to date.

openSpace is the first open education virtual learning environment to provide vocational OERs from creative subjects in higher education. The OERs in our beta version have been provided by University College Falmouth's MA Professional Writing course. The learning materials include MA Professional Writing's Taster Sessions (introductions to specific areas of writing) and a full Screenwriting Unit. The full suite of OERs include lesson notes for each unit or session of study, videos, podcasts, assignments, peer feedback and critiquing areas, collaborative projects, software, online applications and other tools and materials used to support access to knowledge.

Our open education pilot was developed to be an interactive, open learning experience incorporating online community areas for students. openSpace is about OE students taking responsibility for their own learning. They can share their course work online, solicit peer feedback, contribute feedback to their peers and work together on projects in the collaborative workspaces that have been provided.

UCF tutors and OE students both benefit. On the one hand, UCF is illustrating the confidence it has in its learning materials and the pedagogic approaches of its academic staff and technicians (hereinafter referred to as 'tutors'). It is one of our assumptions that sharing course materials in an open fashion will invite feedback from the end users: students, professionals, academics from other higher education institutions using our materials to supplement their course materials. Feedback fosters tutor reflection, encouraging our tutors to approach their subject with a fresh perspective. This has been our experience via distance learning.

There are a number of additional objectives which are also benefits. Tutors gain new transferrable skills when learning how to digitize their lectures and course materials. eLearning pedagogy is enhanced through discussions between academic teams and departments which include Learning and Teaching, Learning Technology, Academic Services and Senior Management. This has been our experience via distance learning.

Internationalisation is another key benefit. Through openSpace, UCF can create international partnerships with institutions where a traditional relationship wouldn't ordinarily be possible. These partnerships are mutually advantageous. While our open education partners benefit from UCF sharing its course materials, UCF gains access to thinking and experiences not available in the UK.

Highlights

- Initial press release published by UK and international print press and online websites, blogs and OE resources. It was also syndicated by Chinese and Indian news agencies.
- Institutional adoption of IPR policies
- Interest from other UCF courses about providing OERs
- Presentation and conference attendance
- Invitations to submit articles about MA Professional Writing and the openSpace project
- Finance and future funding approach to ensure sustainability

- Successful inclusion of technology partners Colaab and Kaltura for the provision of solutions to enable sharing OERs and collaborative student work spaces.
- Partnership interest with international OE projects.

Recommendations

- A unified UK higher education IPR guidance or framework. This guidance or framework would require tailoring for groups of institutions with similar organisation structures (e.g. post 1992 institutions with significant numbers of part-time hourly paid lecturers) to better reflect the diversity of organisational structures in UK higher education.
- Projects should meet W3C Accessibility Guidelines. Accessibility, optimizing pages for search engine results, keyword density, link density and RSS Feed syndication/aggregation will greatly enhance search engine results and rankings for project websites. This increases the potential for OER discovery.
- Beta testing (when internal and external users 'test drive' a web site, application or software) is a critical process for any online project. This is a failsafe to ensure the quality of a project and the user experience.

Information chunking:

One chunking method we've used includes tabbed headings for each study session. Instead of seeing a very long page with notes, supporting lecture information, assignments and learning outcomes; students are presented with information they will feel is 'manageable'. This is a lesson we learned from our distance learning course. We have also made use of clear headings within the tabbed sections to further chunk information. Different heading and subheading styles work to break up the information on a page and provide users with tangible and psychological reference points. If they need to refer back to information within a page, our method of chunking the information should make the process easier.

Conclusion

MA Professional Writing has based its approach to open education through the experience gained on its part-time distance learning course. Its experience in creating student-focused learning with active, respectful and engaged communities of learners has been the model for the openSpace project. Our user survey data and analytics will enable the team to reflect upon its approach and adapt aspects of the OE student experience should findings indicate this is necessary. For the team, the learning experience is as important as the OERs.

3. Background

The openSpace project has incorporated the principles underpinning the UKOER programme. The goal of the programme is to make a wide range of learning resources freely available, easily discovered and routinely re-used by both educators and learners. In relation to the programme's Individual Strand, we have built openSpace, an OER repository for HE level creative subjects. In addition to this, we will further disseminate our OERs through links with Jorum Open, international OE projects and social networking and social bookmarking platforms (Twitter, Digg, Facebook, etc). We are also formulating plans to distribute our OERs via alternative avenues in order to reach the widest possible audience. openSpace is now on Twitter (www.twitter.com/ucfopenspace).

We will be adding the primary RSS Feed link to all of the major RSS Feed directories (in the Education category, where possible) as well as specialist education related RSS Feed aggregator sites. The feed will also be 'boosted' through the use of Feedcat (www.feedcat.net) which allows further integration with all of the major social bookmarking sites and RSS Feed reading services. We're in discussion with our Director of Academic Services about launching our OERs on iTunes U. Feedcat provides a good measure of metrics, tracking number of link impressions and click-throughs.

The remaining metrics, specifically traffic from RSS Feed directories, etc will come through Google Analytics.

Lastly, the team is proposing creating an open education App for mobile phones based on open source programming and releasing our OERs via that route. However, this is subject to securing funding to develop this technology.

Prior to launch of openSpace, UCF did not have OERs. Our learning materials were not made freely or publicly available.

The MA Professional Writing course successfully launched UCF's first part-time distance learning course in January 2009. Inherent within the success of the part-time distance learning course has been the course team's ability to create engaging online communities of learners within its student cohorts. Building upon its experience with eLearning, the course expressed a desire to extend its online educational success through Open Education. It was the only course which had digitised learning materials ready to be released as OERs under a Creative Commons license and did so accordingly.

openSpace proposes to be an innovative OE platform that encourages deep, independent learning and group learning within an active, open community. We seek to build a network of learners and academics for personal and professional progression. Student feedback suggests that our existing suite of online activities for distance and campus-based learners generate an early sense of belonging and connection to the institution and motivates students' learning experience. This enhances the traditional student experience, which we believe makes it easier for students to integrate both socially and academically (Tinto, 1993). openSpace aims to build upon this success using proven campus-centric online solutions and incorporating them into an OE platform which not only encourages and supports deep learning but provides avenues for students, academics and professionals to connect online. For us, this approach is an important advancement in the OE arena.

Can OERs or OE project design influence an OE student's (e.g. a student not currently enrolled either full time or part-time at University college Falmouth and using openSpace learning materials) motivation to persist? It is our hope that our proposed research addressing how OE students create self-directed learning goals, assess their own outcomes and persists through this process will add to the OE movement. Findings, case studies and research papers on this topic may be presented at conferences, published on the openSpace website and/or circulated through the OE academic community.

Future advancements in our OER release strategy centres around the initial concepts and plans developed by the openSpace team to seek non-traditional OER distribution routes to reach a wider global audience (please see p4., Section 3: Background).

4. Aims and Objectives

4.1 OE Student Aims and Objectives

MA Professional Writing is a course designed for people who wish to make a living, or at least to earn money, from writing in the arts, media, and business communications industries. A distinctive feature of the course is that it enables students to explore and enhance their creativity and to experiment with form and genre, whilst understanding and tailoring their product to the market context.

The campus-based and distance learning Professional Writing courses are designed around the premise that there are a range of core skills which, if mastered, can be applied to writing in all its forms and genres. openSpace provides an introduction to these core skills and a framework which will encourage personal development of these skills.

The course's approach is informed by a close working relationship with industry – in terms of teaching, work experience and collaboration – which continually reaffirms the course's relevance and helps ensure that students are working in the context of contemporary practice.

The course's OE objectives are built around a student-centred programme in which the student is an independent learner capable of self-reliance, critical self-reflection and sustained independent study. These skills are fostered through a range of learning and teaching practices, processes and methods that reflect a creative, yet intensively practical, vocational and market-oriented approach. Students are challenged – creatively, intellectually, practically and professionally. The course aims to dispel romantic myths about writing while stimulating the creative instinct to play with words, structures and meanings. By 'romantic myths' we mean: 'it only takes a good story idea to be successful', 'I don't need to know anything about editing my own work', 'I don't need to research the marketplace', 'It's easy to get a publishing deal or paid work as a freelance writer', 'Writing is easy', 'Writing is just about novels and articles' and similar beliefs.

Students undertake the course as part of a supportive and purposeful community, whose members are encouraged to share their writing assignments and to give and take constructive criticism – a skill vital to professional practice. The course team have taken the successful methods used in its full time and part time courses and adapted them to the openSpace platform. Peer review, in the form of peer to peer critiquing within the online communities, supersedes traditional academic assessment within openSpace.

4.2 A community approach

openSpace uses community-building techniques and looks to original contributors, peer reviewers and the user community to keep online catalogues, resources and forums (which replace the suggested wikis) updated. It will also contain links to international OE resources. MA Professional Writing has provided the specific learning outcomes and supporting information for each lesson. This enables students to self-assess their progress and assess the work of their peers.

Most importantly, this model builds upon UCF's ability to create volunteer-driven online communities that other institutions have either adopted or explored. With OE students and non-UCF academics invited to make their contributions as part of a learning community, students will be able to observe the practice of academic argument and dialogue while making contributions of their own. While it's far too early to assess the success of this approach for openSpace, our institutional knowledge in this area is based upon successful precedents.

Examples of UCF's community based platforms include:

HelpMe – a pre-entry and Level 1 retention forum: <http://helpme.falmouth.ac.uk>. The HelpMe forum was one of the first retention and student support forums within the UK HE sector upon its launch. It has been copied and has informed the development of a number of similar forums which have followed over the years.

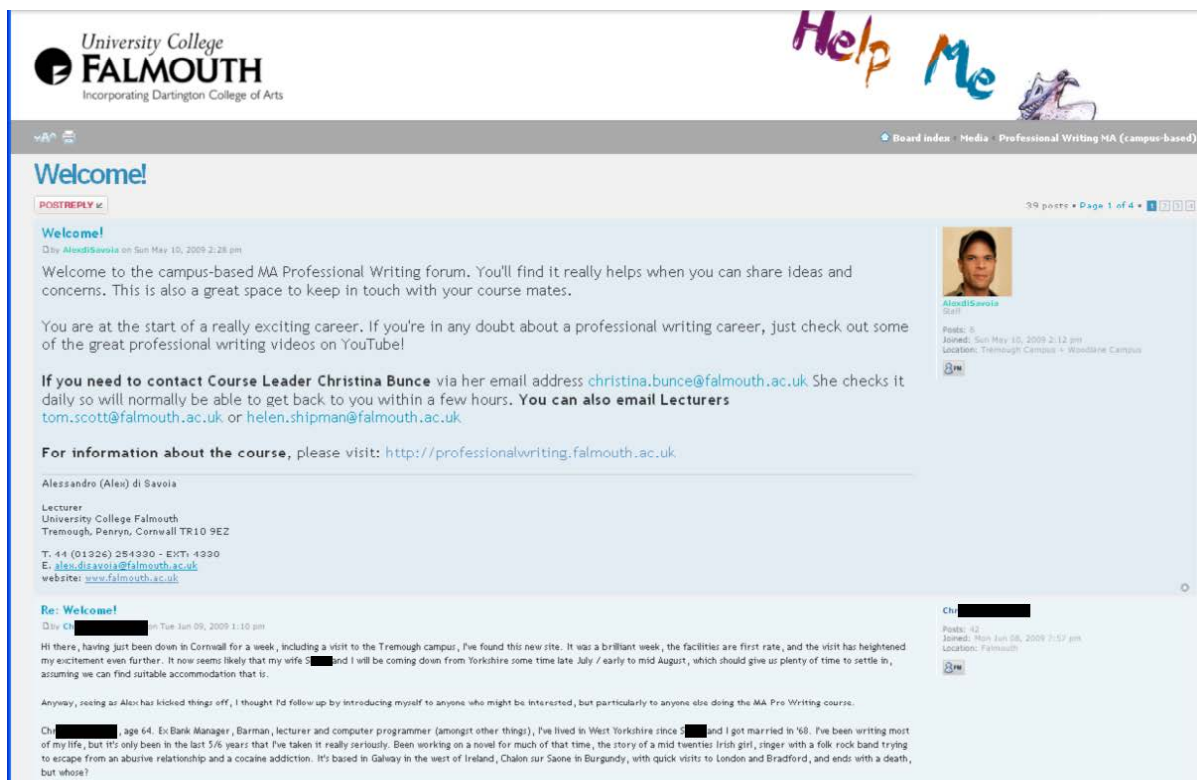


Image 1: University College Falmouth's HelpMe Forum

Each undergraduate week course has a second year student mentor, who is also responsible for monitoring their course's forum on Helpme, and creating a supportive and fun place for in-coming, prospective and Level 1 students. The Postgraduate courses also have a forum which is maintained by the course team.

MA Professional Writing has an additional forum, which it calls a 'Café' for in-coming students.

Café for part-time distance learning students: This is an informal space for MA Professional Writing students to meet online for general chit chat.

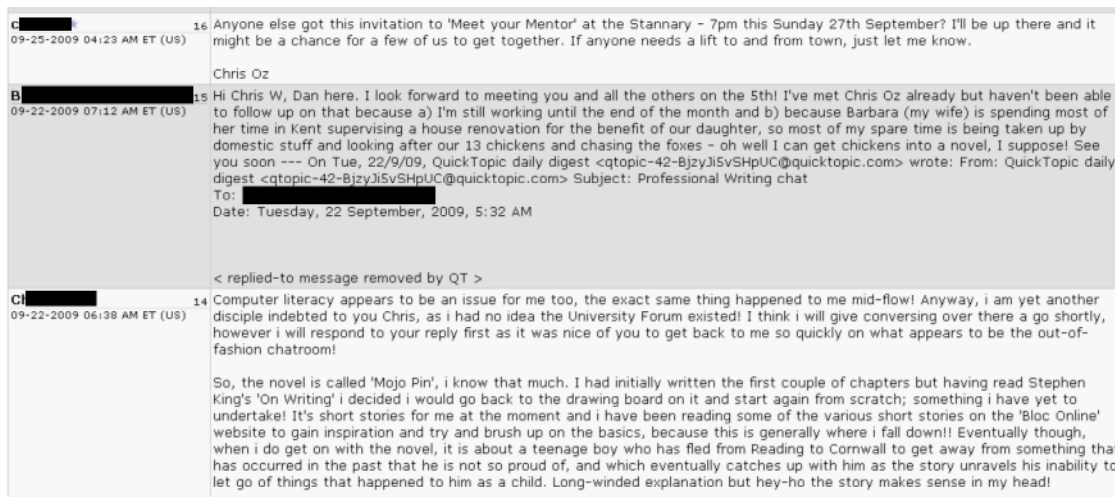


Image 2: MA Professional Writing's 'off topic' forum for distance learning students

MA Professional Writing general academic forum: This is the space for course-specific notifications as well as for staff and students to discuss aspects related to the overall course and the industries within the professional writing field.

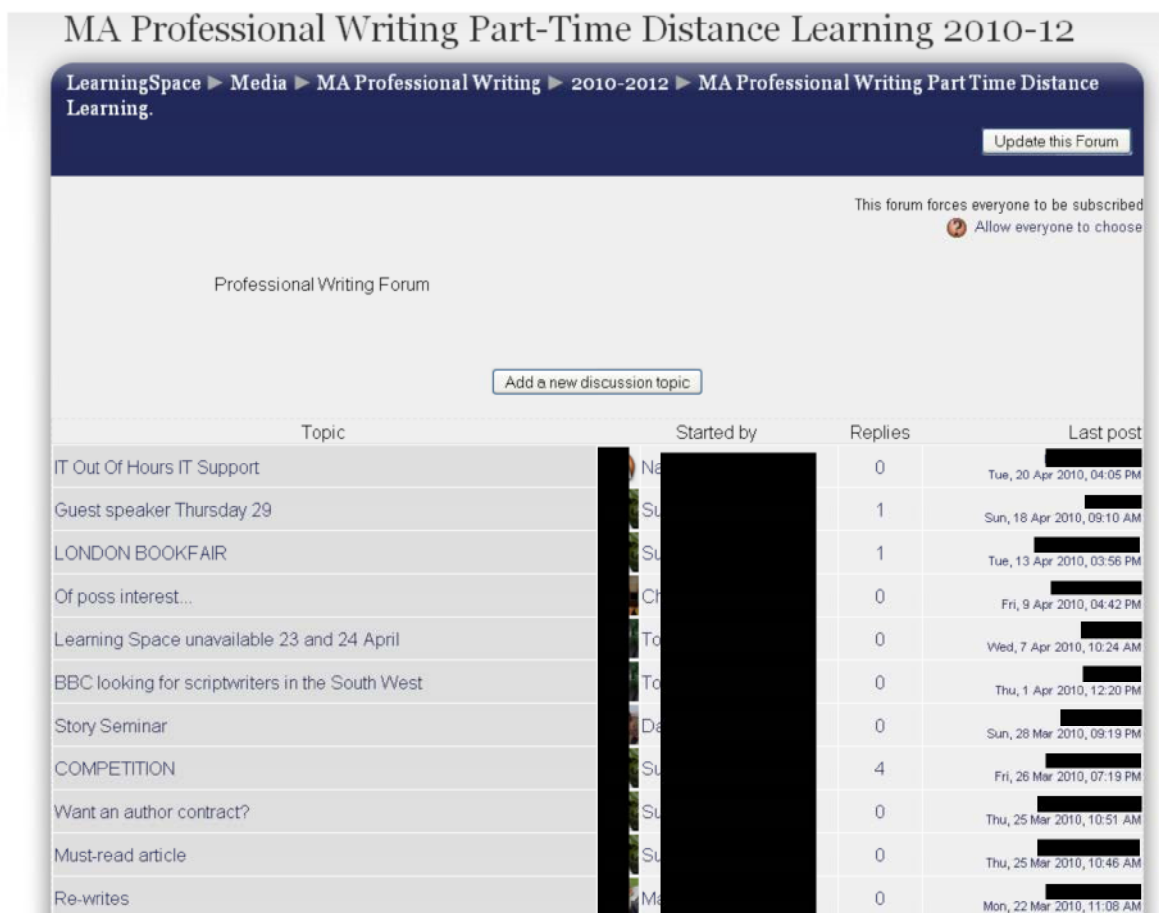


Image 3: MA Professional Writing general course forum

MA Professional Writing (Part-time Distance Learning) unit forum: This is the space where part-time distance learning students post work and/or critique each others' work for a specific unit and the unit tutor posts feedback.

Add a new discussion topic		
Topic		Replies
critique of simons website	Ju	1
For Simon	Ke	3
Blog and Website Feedback for Isabel and Eamon	Ca	0
Critiques of Everyone's Blogs & Sites	Si	14
Site & blog crits: Graham & Carol	Ma	2
Alex's tutor feedback for December	Al	2
Tiree critique (blog,website,twitter)	Ar	2
Critiques for Gordon	Ke	1
Feeling under critiqued?	Ke	3
critique of kelly's blog	Ch ell	1
Feedback for Mervyn and Tiree	Ge	1
Crits for Abi and Cyn	Ja	1
Website and Blog Critiques: Simon and Jakki	Isa	2
Critiques for Abigail and Steve	Tr	1
Cyn's Blog	AB	1
Isabel's blog critique	Gr	0

Image 4: MA Professional Writing study unit forum

4.3 Academic and Industry Objectives

- Supporting a growing HE emphasis on flexible and lifelong learning and continuing professional development in line with industry requirements
- The impact of, and opportunities offered by, emerging technologies and new forms of learning
- Reflecting changes in industry practices
- UCF's recent Skillset accreditation, which offers new opportunities for curriculum development
- A process to demonstrate the independent learning ability required for continuing professional development and personal responsibility
- Fostering a community and network of external professionals and academics seeking to share knowledge and best practice in delivering a subject curriculum
- An environment that encourages individual and collaborative academic research
- Supporting students' advancement of knowledge and understanding, and to develop new skills to a high level

4.4 Institutional Objectives

- Developing new ways in which creative professionals can learn how to work together, sharing skills, ideas and knowledge across traditional barriers so that future generations are prepared for the very different careers demanded by the world's economy. We want to reinvent education
- Striving towards removing barriers in higher education for people from non-traditional backgrounds
- Creative and academic freedom, openness and transparency, internationalism, equality and inclusiveness and partnership
- Project sustainability. This is achievable through partnering with other OE projects, our donations/corporate sponsorship strategy and strategic partnerships
- Supporting training for staff in methods and approaches in digitising learning materials

5. Benchmarking

The use of Beta testers was an important element of quality control. Beta testers were drawn from other OER projects, internal and external academics, Subject Centres, creative practitioners and invited members of the general public. An online beta tester survey was part of the beta testing process. Beta testing is important in terms of quality control and user assessment of the repository, the virtual learning environment and our OE pedagogy. Questions covered the ease of navigation, quality of supporting/help information, software and application toolbox, the user's learning experience, learning materials and clarity of the information covering Creative Commons, reuse, re-purposing and editing.

While we didn't achieve the number of completed online survey questionnaires as we would have liked, the feedback we did receive was very positive (please see image below for one of the survey metrics)

Page: Your learning experience						
1. About finding your way around (navigating): Create Chart Download						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Count
The overall structure of the openSpace site is logical.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
The main navigation menus are helpful.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
The course navigation menus are helpful.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
Using the navigation links to locate major categories of information is easy and works well.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
The words used on all of the navigation links are sensible and helpful.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
I easily located the information I was looking for.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1

Image 5: openSpace Beta Tester questionnaire

Beta testing feedback allowed the team to determine if there were any issues which needed to be addressed. Polls about content will be added to the site to allow users to provide feedback. Lastly, we will be monitoring the lesson forums for user feedback or queries users may post.

The use of Google Analytics and other metrics (i.e. Kaltura's user dashboard and Feedcat metrics) will allow us to determine the success in our promotion of openSpace – as well as the ease in which web users can find our resources and site through search engine results. Metrics quantifies the discovery of and access to our OERs.

The use of online polls, unit study forums and feedback invitations will inform the development of openSpace, particularly in areas of student support. From our experience administering successful online community environments, as outlined in pages 6 – 9, polls, forums and feedback invitations are amongst the favoured means online communities/users use when raising problems, concerns, barriers and issues.

One lesson learned was the cost of producing transcripts to accompany audio and video files and the cost of close captioning. Transcripts and close captioning fall within best practice for accessibility. Quotes received from prospective service providers were prohibitively high and this work was not possible under the allocated budget.

6. General approach

It was always understood that MA Professional Writing would be the first course to offer OERs for the pilot. This knowledge shaped the development of the openSpace HE level creative subject OER repository and our OE model.

The OERs from MA Professional Writing will be the only OERs available in the repository for the initial project period. This period will enable us to quantify and qualify the user feedback and web metrics in order to assess and reflect the effectiveness of our approach. Our findings will shape the development of future OERs from subject programmes that have expressed an interest in releasing learning materials through Creative Commons.

With regards to other institutions, attendance at JISC Project meetings and presenting at open education conferences have been an effective strategy in identifying partner institutions. The international distribution of our press releases has also brought interest from prospective institutions and OER projects.

From the outset, the project meetings with key UCF stakeholders were important. Policies, such as IPR, were influenced by more than one department and these meetings ensured that key policy makers were involved, could voice queries or concerns, and could input into the policy making process. This approach enabled openSpace to be tied into the UCF Strategic Plan and ancillary institutional objectives and goals.

IPR was the single most significant legal issue that needed to be addressed. A template IPR license Agreement was obtained from the JISC website and amendments were made by the senior project team and senior management. While there is an agreed process in place to release OERs and cover IPR, there are no immediate or near-future plans to make UCF learning resources open as an expected part of the educational resources creation cycle. This would require more discussion with senior management. There is no formal requirement for a course to release OERs. In the short to near term, the openSpace project team will be advocates for open education and release of OERs. The team is speaking to a number of courses interested in releasing OERs. So at present, the future release of OERs is based in a general interest in open education, philanthropy or a view that open education is exciting.

With only one course having released OERs, it is too early for us to assess the impact of our current IPR agreement on institutional policies or staff practices. This is certainly something that should be investigated when more UCF courses release OERs. This could be done in a number of ways: staff surveys, small discussion groups or a number of one to one 'interviews'.

The most important technical concern we faced was how to accommodate the sharing, re-use and re-population to openSpace of OERs. Our preference was for an open source solution in the form of an embeddable widget. We were unsure whether there was one available or if we would have to develop one for our purposes. An extensive online investigation resulted in our finding Kaltura (<http://corp.kaltura.com>). Kaltura's Open Source Online Video Platform enables institutions to add

video and rich-media capabilities to web sites, Learning Management Systems, internal digital repositories, libraries and online social networks quickly and easily. It also simplifies asset management and preservation of digital files. It is also fully-integrated with leading learning platforms and CMSs, including Moodle, Blackboard, Sakai, MindTouch and Drupal.

The second consideration was the collaborative student project area. Our Learning technology team had already begun a relationship with Colaab (<http://colaab.com>), which was determined to be the optimal solution. Entirely browser-based (e.g. no downloading of software required), Colaab offers secure, real time collaboration through a rich, simple user interface that streamlines workflows. With Colaab, students can create, collaborate and discuss a wide range of resources from images and documents, to video and webpage screen grabs. They can interact by annotating, commenting and responding to resources in real time. It is also possible to change the resource's name, download it, share it, move it or delete it. There are additional benefits such as maintaining important resource information, such as the creator of: a resource, a comment, a comment respondent or the source of an annotation.

Additional technical solutions include: [Aviary](#) (free audio editor, image editor & vector graphic editor), [Celtx](#) (online collaborative scriptwriting and storyboarding), [Open Office](#) and [Tokbox](#) (free online video chat and video mail).

We identified specific user groups and research indicated why they would engage with online learning... Our initial position....



the specialist Art, Design, Media & Performance
open education virtual learning environment



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THE KEY QUESTION..

Who uses open education & how do they use it? Our assumptions are:

01 CPD



- Career & Professional Development
- Acquire new skills
- Enhance current skills
- Enhance career prospects
- Access to learning packages that are nominally accredited

how...?

- More likely to 'dip in' and 'dip out' to specifically get the information that's needed?
- Ascertain their learning level?
- Try a course before deciding which level is suitable for formal study?

[Image 6: Our key OE questions](#)

02 Lifelong Learning



- Personal development
- Self discovery
- Investigating new career path
- Turning a hobby into a career

how...?

- Dip in and go
- Self-determined learning goal & outcome?
- Deeper learning experience?
- Social learning?

03 Prospective Students



- 'Do I have what it takes'?
- 'Try before I buy'
- A 'taster' experience for course and/or HE

how...?

- Deeper learning experience?
- Self-determined learning goal & outcome?
- Social learning?

04 HE Institutions



- Supplementing or augmenting course materials in the curriculum
- International course partnerships

how...?

- openSpace content is part of learning and teaching materials
- International learning communities

Research is needed..

This position remains unchanged

The research and reading that informed our development process and approaches around social learning, peer to peer learning and learning communities include: Berners-Lee, Tim (2001), Brown, John Seely et al (year unknown), JISC CETIS (2008), Light, Richard J. (2001), Yuan, Li et al (2008), Wenger, E. (2002) and Von Hippel (2005).

We have provided a resource within openSpace that guides users on how to engage with, re-use and share our OERs. The guidance also covers Creative Commons and what is and isn't allowable in using our OERs. This information is provided at: <http://openspace.falmouth.ac.uk/how-guidance/oer-usage-guidenace>.

Guidance is also given on how to engage with the sessions and units on our '[How Units Work](#)' page.

The primary availability of audio and visual OERs is via our Kaltura player:

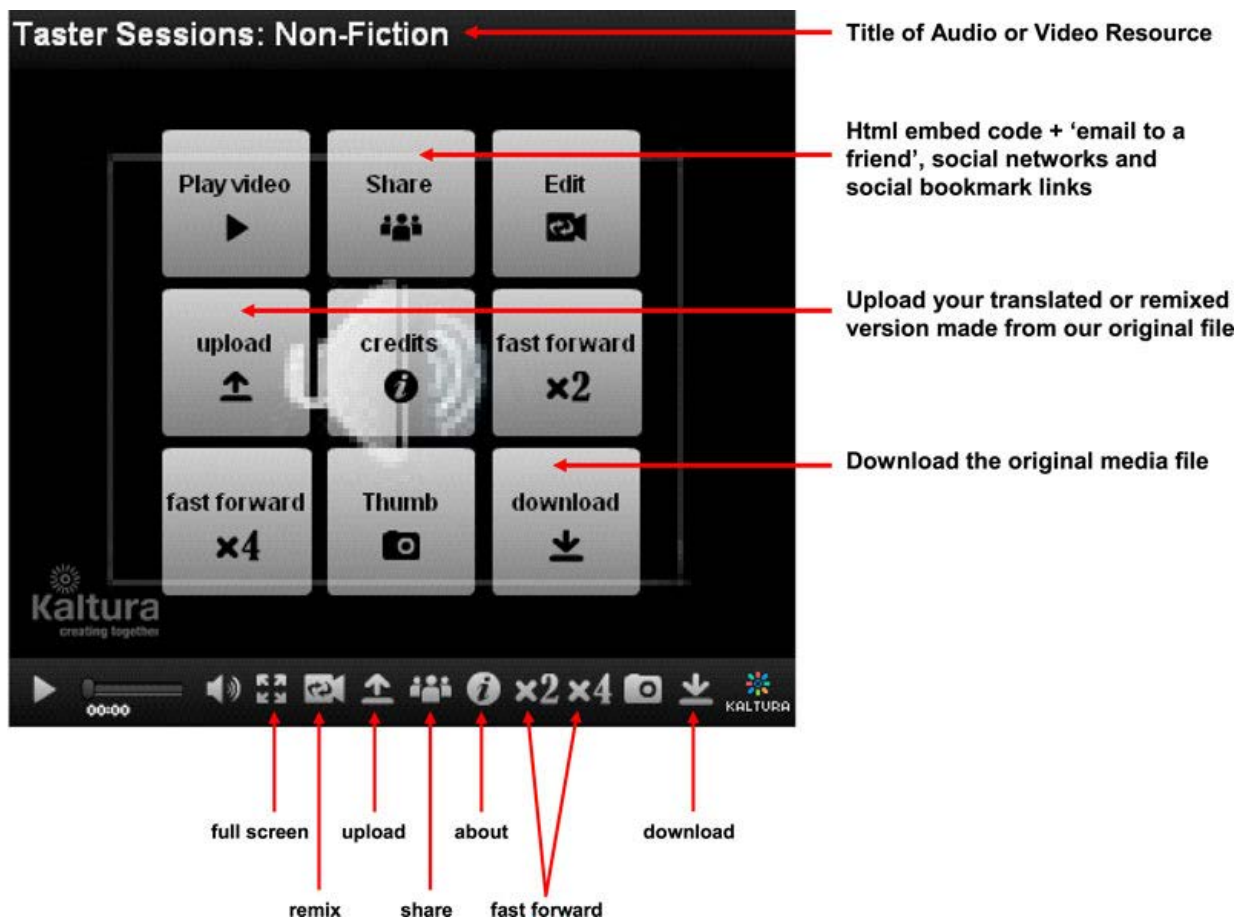


Image 7: Kaltura media player

Kaltura offers user metrics which provide information on the number of times content has been streamed or downloaded – as well as resources that have been uploaded through each player. Kaltura also allows for the easy embedding of metadata which exports with the media. This was the final determining factor in selecting Kaltura as our OER distribution solution.

openSpace RSS Feeds also allows for the exportability of OERs; either directly through the repository or indirectly through Digg, Facebook, Feedburner, Feedcat, Twitter, etc.) . Each page is also easily exportable through the use of XHTML.

7. Implementation

An initial meeting about open education and openSpace was held with the following UCF representatives: the Project Manager, Director of the School of Media, Course Leader for MA Professional Writing, Head of Learning and Teaching, Learning and Teaching Fellow, Reader in Digital Media Publishing and Learning Technologists. At this stage, the relevance to UCF, initial aims and outcomes, resource identification and how the pilot could be embedded into the institution as part of UCF's Strategic Plan was discussed.

A further meeting was held to discuss the openSpace concept in relation to the JISC/Academy's call for bids. During the course of this meeting, a communication structure was agreed, including lines of reporting to the Deputy Rector, Pro Rector External Relations and Knowledge Transfer, and a budget was drafted. Involving this group of individuals at a very early stage was an important part of gaining support for the project with academic and senior management input.

The Project Manager (the PM) used his previous international project management experience to draw up and proceed with a project implementation plan.

The PM sent out a bid invitation to an agreed upon short list of county-based web development companies. The PM also created an internally and externally accessible project space: <http://learningspace.falmouth.ac.uk/course/view.php?id=739>. An email was sent out to UCF staff explaining open education in general and openSpace specifically, with information about the project space.

The Web Developer (the WD) was briefed about the project by the PM and Course Leader. The brief included: project requirements, critical and desirable elements and functionality, plus aims and outcomes. The WD submitted concepts for consideration. These concepts were circulated to the project team, discussed and a final concept agreed. While the WD began the process of building the openSpace repository platform, the PM began the process of collecting the OERs, supporting information and the technical process of meta tagging the multimedia OERs. The PM contacted the programme support team with various meta tagging proposals to ensure project compliance. While it was acknowledged that the meta tagging protocol proposed by the PM went beyond the programme's requirements, the support team acknowledged the value of UCF's approach. Once the meta tagging process was completed, and while the VLE was still being built, the PM began drafting text for the remainder of the site in preparation of publishing when the repository building phase was complete. The draft text ('How to' guides, background information for the course and the OERs, etc) was circulated and signed off.

A press release announcing the JISC/Academy grant award was drafted by the PM and Course Leader, with input from JISC and the Academy. The press release was distributed internationally with follow up done by the PM.

<http://www.thisissouthdevon.co.uk/business/Falmouth-pilots-plan-online-learning/article-1152717-detail/article.htm>

<http://vlex.co.uk/vid/falmouth-pilots-plan-online-learning-60223442>

<http://www.southwestbusiness.co.uk/news/Falmouth-pilots-plan-online-learning/article-1152717-detail/article.html>

<http://www.swlln.ac.uk/1117-falmouths-professional-writing-ma-blazes-trail-towards-open.htm>

<http://www.convergencecornwall.com/what-is-convergence/media-releases.php?id=744&year=2009&quarter=3>

<http://www.ednews.org/articles/falmouth%E2%80%99s-professional-writing-ma-blazes-trail-towards-open-education-in-line-with-government-drive-to-create-edgeless-university.html>

During the later phase of the initial VLE build, the PM researched and sourced various browser-based and/or open source software and applications for the openSpace Toolbox. As each Toolbox solution was identified, the PM had meetings with the Learning Technologists to assess if the tool in question was the best for the intended purpose or aim. During this period, the PM researched and sourced the primary OER sharing solution, Kaltura, which was also assessed by the Learning Technologists. The PM also contacted the programme support team for input into these proposed solutions to ensure they would be compliant within the overall UKOER project.

The PM and Course Leader had a meeting with UCF's International Office to discuss how openSpace could be incorporated within UCF's internationalisation plans. A way forward was agreed which would include disseminating information about openSpace to UCF international education programmes, Erasmus partners and international education publications and journals.

The Director of the School of Media invited the PM and Course Leader to present the openSpace project to the Media Course Leaders during a monthly Course Leader meeting. This meeting resulted in additional Media courses expressing an interest in releasing OERs.

Once the VLE build phase was completed, OERs and supporting information were uploaded and published. The only deviation from the bid proposal was the substitution of forums for wikis. It was felt that forums would be more 'recognisable' to OE users – and the rules governing the appropriate and correct usage of forums (i.e. 'Netiquette') would be better known and understood than those for wikis.

The PM met with UCF's Marketing Department to ensure that openSpace's branding fit into the overall context of UCF branding. During the meeting, it was outlined how openSpace could be included in UCF marketing materials (Prospectus, UCF website, leaflets, brochures and other materials).

The next significant project phase covered IPR. This phase included: the Project Manager, Director of the School of Media, Course Leader for MA Professional Writing, Deputy Rector, Pro Rector External Relations and Knowledge Transfer, the Finance Department and the Head of Personnel. The PM sourced a template IPR Agreement from the UKOER website and made initial modifications. The Course Leader, Head of the School of Media and the Pro Rector External Relations and Knowledge Transfer made additional alterations. The final agreement was signed off by the Pro Rector External Relations and Knowledge Transfer. The agreement, which the PM shared with the other UKOER project strands, was presented to the originators of the OERs for their signatures. One important provision of the openSpace IPR Agreement is the exclusion of Third Party materials from UCF OERs. It was the project team's desire to remove a level of complexity in releasing OERs.

With IPR completed, openSpace went into internal Alpha Testing. Alpha Testing addresses fundamental errors or issues with a website, a VLE platform, software or applications – including design. W3C Accessibility was also checked. The Alpha Testing team consisted of the PM, Course Leader, Web Designers and Learning Technologists. Navigation and Accessibility issues were raised and addressed.

openSpace then went into Beta Testing. Beta Testing is when end users trial a website, a VLE platform, software or applications – including design - and return feedback. Our feedback solution was an online survey. openSpace Beta Testers included: UCF staff, external academics, OE practitioners, Subject Academies, other UKOER projects, creative practitioners and professionals and invited members of the general public. The project team wanted the widest possible diversity in beta testers to reflect the diversity of people who would ultimately engage with the VLE.

The PM met with UCF's Development & Alumni Manager regarding institutional processes and information about donations and sponsorship. Donations and corporate sponsorship were elements of project sustainability outlined in our funding bid and project management documents. The experience of UCF's Development & Alumni Manager in the areas of donations and corporate giving, as well as input from MIT's OCW team, was invaluable in shaping this section of openSpace. The Development & Alumni Manager will also announce openSpace's launch to UCF alumni.

The PM presented a paper on the topic of Specialist Art, Design, Media & Performance Subjects in OE at the Open Ed 2009 Conference in Vancouver, Canada. The PM discussed new movements and approaches within OE with other delegates, networked with other OE projects and organisations, outlined prospective international partnerships with other OE projects and fed back findings and issues from the conference to JISC and The Academy.

A fundamental issue the project team has always faced is the nature of the project itself. There isn't an existing model that entirely reflects our approach to OE or provides similar subjects. openLearn and Peer 2 Peer University are two OE projects that contain aspects that are similar. However, as a

model of OE, we will have to wait until we have active users before we can truly assess the significance and success of our proposition.

From the outset, we identified that openSpace would have traditional OERs (multimedia and document downloads). We also identified that it would have non-traditional OERs such as online collaborative workspaces, assignment forums for peer to peer critiques and feedback, subject support information, etc. The non-traditional items would be challenging to place within Jorum open. The traditional and non-traditional OERs are intrinsically linked and the value of the multimedia OERs would be diminished without the accompanying non-traditional OERs. We've proposed feeding these OERs into Jorum Open via RSS Feeds or through links from Jorum Open to openSpace.

8. Outputs and Results

Open Educational Resources released

MA Professional Writing has released M-level learning materials from its Professional Contexts unit. This unit introduces students to key aspects of the writing industry and how to operate professionally within it. Students will develop negotiating, planning, research and analytical skills crucial to a writer operating in the field or as part of a team.

The sessions below are from what MA Professional Writing calls its 'Taster Sessions'. These sessions introduce students to key aspects of writing in a particular form and how to develop relevant professional skills needed by practitioners in the field.

Students will learn about publicising and promoting themselves and their work. They will also be introduced to the concept of working freelance and to the legal and ethical issues and dilemmas they may encounter in their practice.

Session 1: An introduction to Writing Creatively for Business

In this taster unit, students are introduced to exploring and developing the research, writing and editing skills that go into producing various types of factual and persuasive writing for business and non-profit organisations. They also develop an understanding of career opportunities for business writers, and consider the ways in which the field is changing and developing.

Session 2: An introduction to Screenwriting

This taster unit is designed to introduce students to story-telling: focusing on the writing of TV, radio, short film and feature film scripts. Whilst primarily dealing with forms of dramatic fiction, it also looks at screenwriting techniques as applied to documentary and documentary-drama.

Session 3: An introduction to Novel Writing

This taster unit offers students the opportunity to develop a sound structural foundation on which they can eventually build a novel. It provides an introduction to developing the disciplined practices essential to the organisation of an extended piece of work. The unit is based around lectures on the elements that constitute the building blocks of the novel, with workshops and peer critiquing focusing on development of aspects of students' own fictional narratives.

Session 4: An introduction to Feature Writing

This taster unit encourages students to explore and develop the research, writing and editing skills necessary for effective newspaper, magazine and online feature writing. Independently and in groups, students present, analyse, discuss and produce examples of feature writing for a range of different markets and audiences, building an understanding of the genre and demonstrating this through building portfolio of marketable features.

Session 5: An introduction to Writing Non-Fiction

Students will explore the international market for non-fiction in its many forms and genres both online, via trade publications and on foot in bookshops. They will gain an awareness of specialist publishers and commissioning editors in sectors of the non-fiction market that have special interest to them.

Session 6: An introduction to Writing for Children

This session is split into two parts. This first part aims to give students an understanding of what age group / stage they want to write for and appropriateness of such. Writing for children requires the ability to identify the appropriate age group to which to match a story. The first part also introduces students to the varied styles and genres of children's books. In the second part, students develop an understanding of their chosen age group and begin to build up a portfolio of ideas and characters for stories for that age range.

Session 7: An introduction to Editing

This session is split into three parts. Together the sessions aim to give students an understanding of why they need to think like an editor before starting to plan/write: how editing gives them an advantage when pitching ideas. It also provides an understanding of the parameters of 'the form' in professional writing by analysing readership/market/format. Students will also write an editorial brief.

A full Screenwriting Unit

This unit allows students to:

- Develop a range of professional, creative, practical, critical, intellectual and transferable skills in professional screenwriting
- Develop an understanding of the screenwriting industry and the opportunities that exist within it
- Start to identify and pursue their professional aspirations as screenwriters
- Develop a critical awareness of contemporary practice at the forefront of screenwriting
- Develop advanced independence, autonomy and mature critical judgment through the negotiation, development and completion of a portfolio of screenwriting-related materials

Taken together, the taster sessions and screenwriting unit comprise 40 M-level credits of material and 400 hours of study.

In addition to audio and video lectures, there are background study notes that accompany each lecture, assignments, suggested reading, mandatory reading and research. Each taster session and each session within the full screenwriting unit has its own forum where students can post their work and critique their peers. Learning goals and aims accompany each session. And information about how the course is structured is provided. The purpose of these materials is to enable students to measure their own achievement and provide a basis for peer feedback.

Guidance material is also provided. The guidance provided covers the terminology used (i.e. what is a forum, what is a session, etc), how to critique and netiquette.

All of our OERs and supporting learning materials can be accessed from Jorum Open via a link to the openSpace VLE.

openSpace's reach has been increased through the integrated use of Twitter, Delicious, Digg, Facebook and similar sites.

Additional Project Outputs	When will it be deliverable?
Case studies (OE student and professional CPD)	Post-launch. openSpace user case study invitations will be sent out to users in June 2010.
Events, e.g. Learning & Teaching Day	Post-launch. t.b.c.
IPR Agreement	Released to UKOER projects February 2010
openSpace user analytics	June 2010
Research	t.b.c.
Technical manuals	Ongoing
Toolkit	Goes live with openSpace launch
Training packages or tutorials	Post-launch.
User manuals	Ongoing

9. Technical developments

Drupal was the ideal choice for our VLE platform. Its technical capabilities provided us with a future-proof solution that enabled the team to meet its aims and objectives. The ease of creating taxonomies, inclusion of meta tags for individual pages as OER resources and the ability to integrate add-on applications and functions created a seamless project structure. It also provides easy access to project workflow, highlighting what had been added/amended, by whom and when. Flexible and intuitive use of RSS Feeds provide flexible exporting of content and update alerts for openSpace users. An example follows below

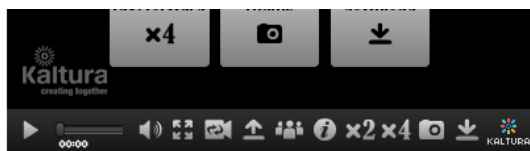
The screenshot shows the Drupal administration interface for a course page titled "Taster 3 - Writing for Children (Part 1)". The interface includes a navigation menu on the right with links for HOME, COURSES, THE OPENSOURCE PROJECT, 'HOW TO' GUIDANCE, SUPPORTING OPENSOURCE, and CONTACT. Below the navigation menu are two buttons: "COURSES" with a graduation cap icon and "TOOLBOX" with a wrench icon. The main content area is divided into several sections for meta tagging:

- openSpace:** A dropdown menu with options: - None -, Courses (selected), General, General Posts, Information, News, People, Services.
- Media:** A dropdown menu with options: - None -, Advertising, Art, Assignment Forums, Books, Film, Internet, Lecture (selected), Music.
- Courses:** A dropdown menu with options: - None -, MA Professional Writing (selected), -Advertising, -Business, -Character, -Children, -Dialogue, -Dramatics, -Editing.
- Book Genres:** A dropdown menu with the option: - None selected -.
- Academic Level:** A dropdown menu with the option: Postgraduate.
- Multimedia Admin Tags:** A text input field with a placeholder: "A comma-separated list of terms describing this content. Example: funny, bungee jumping, 'Company, Inc.'".
- Multimedia Tags:** A text input field with a placeholder: "course taster session, english language, introduction, media, ukoer, university college falmouth, video, writing for children".

A red box highlights the text: "Generates metadata which appear on the page and double as another means of navigating the site and content". Red arrows point from this box to the 'openSpace', 'Media', 'Courses', and 'Multimedia Tags' sections.

Image 8: openSpace meta tagging in Drupal

See below for metadata display:



Slide Credits

Slides 3 through 6 inclusive: Robert McKee, [Story: Substance, Structure, Style and the Principles of Screenwriting](#)

Slides 7 through 9 inclusive: [Andrew Melrose, Write for Children](#)

[< Taster 2 - Writing Creatively For Business](#) [up](#) [Taster 4 - Introduction to Screenwriting >](#)

[Add child page](#) [Printer-friendly version](#) [Add new comment](#) [SHARE](#)

Content Item Metadata

Academic Level: [Postgraduate](#)
Author: [karenanne knight](#)
Courses: [MA Professional Writing](#)
Media: [Lecture](#)
Multimedia: [writing for children](#), [video](#), [university college falmouth](#), [ukoer](#), [media](#), [introduction](#), [english](#)
Tags: [language](#), [course taster session](#)
openSpace: [Courses](#)

[Image 9: Meta data display on openSpace pages](#)

The open source nature of Drupal keeps it squarely in line with the ethos of the open education programme, while maintaining its position near the leading edge of web functionality.

Web standards have been an important part of the project, and accessibility is a key part of the repository design, making the content available to the majority of users. Accessibility features include resizable text, appropriate use of contrast between font and background, typeface selection, alternative content styles and texts, and cross browser compatibility.

The site also uses W3C valid code. This will need to be monitored as users add content in the future.

Multimedia has been used to bring the content to life. The Kaltura provision provides rich opportunities for content sharing.

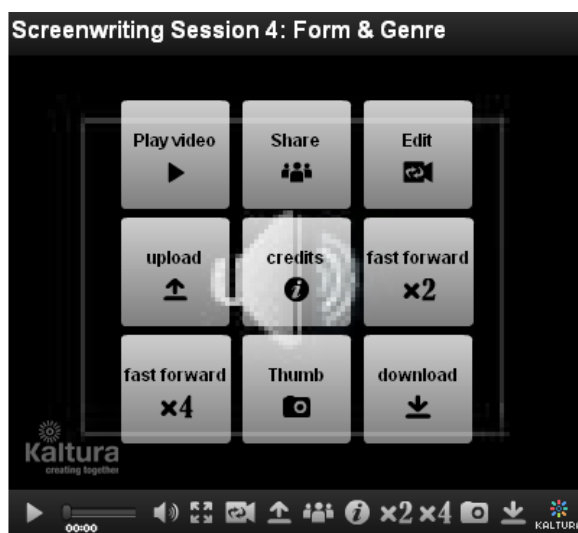


Image 10: Content sharing with Kaltura media player

9.1 Why Kaltura?

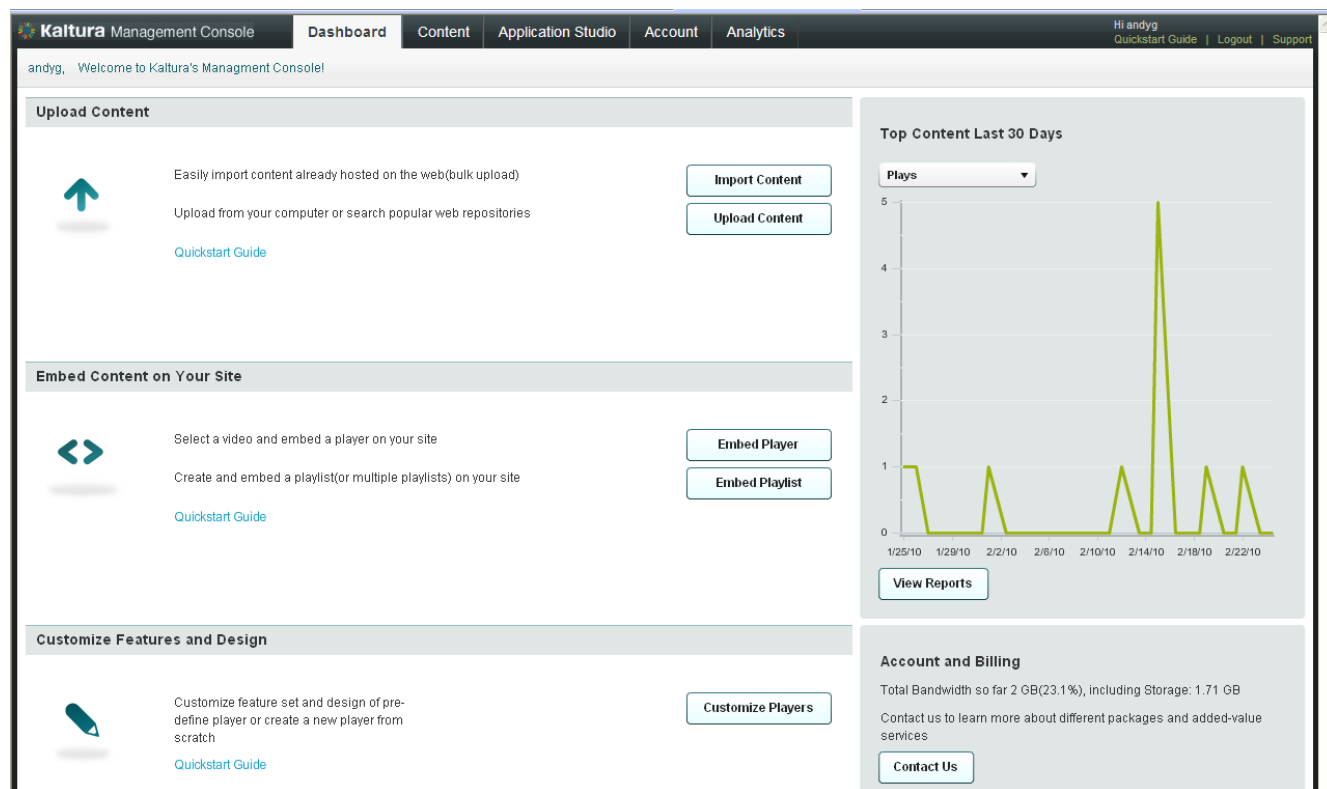
The technology behind Kaltura enables content publishers to:

9.1.1 Collect and Ingest Content

Using a simple-to-use media upload and/or import wizard, which is easily integrated into Drupal, Kaltura's ingestion system allows users to add videos, photos, and audio files in a wide variety of formats. The flexible system is easy to customise. This allows content publishers to include different features and functionalities such as:

- Multimedia upload direct from computer
- Multimedia import from different media sources (i.e. Flickr, YouTube, etc)
- Import media from any site
- Record media directly from a webcam and microphone
- Users can easily add tags and keywords to their media as part of the upload/import process. This results in better search engine results and SEO
- Multiple file upload/import – users can select to add one file or multiple files per session. Publishers can also bulk-upload multiple files via FTP
- Kaltura Network: publishers and/or users can choose to import/export content from/to partners on the Kaltura Network to support multimedia remixing
- File conversion and transcoding: Kaltura automatically converts files into FLV format, so that multiple videos can be remixed together. Kaltura supports more than 50 video and image formats plus 130 video and audio codecs
- Control the level and workflow of encoding, including High Definition (HD) support
- Digitisation: users can digitise content from 8mm, 16mm, and VHS tapes

We can either upload content within Kaltura



The screenshot displays the Kaltura Management Console dashboard. The top navigation bar includes 'Kaltura Management Console', 'Dashboard', 'Content', 'Application Studio', 'Account', and 'Analytics'. The user is logged in as 'andyg'. The dashboard is divided into several sections:

- Upload Content:** Features an 'Import Content' button (for web-based uploads) and an 'Upload Content' button (for local uploads). A 'Quickstart Guide' link is also present.
- Embed Content on Your Site:** Features an 'Embed Player' button and an 'Embed Playlist' button. A 'Quickstart Guide' link is also present.
- Customize Features and Design:** Features a 'Customize Players' button and a 'Quickstart Guide' link.
- Top Content Last 30 Days:** A line graph showing 'Plays' over time. The y-axis ranges from 0 to 5. The x-axis shows dates from 1/25/10 to 2/22/10. A significant spike in plays is visible around 2/14/10.
- Account and Billing:** Displays 'Total Bandwidth so far 2 GB(23.1%), including Storage: 1.71 GB'. It includes a 'Contact Us' button and a link to learn more about packages.

Image 11: Kaltura account user dashboard

Or we can upload content within our Drupal VLE

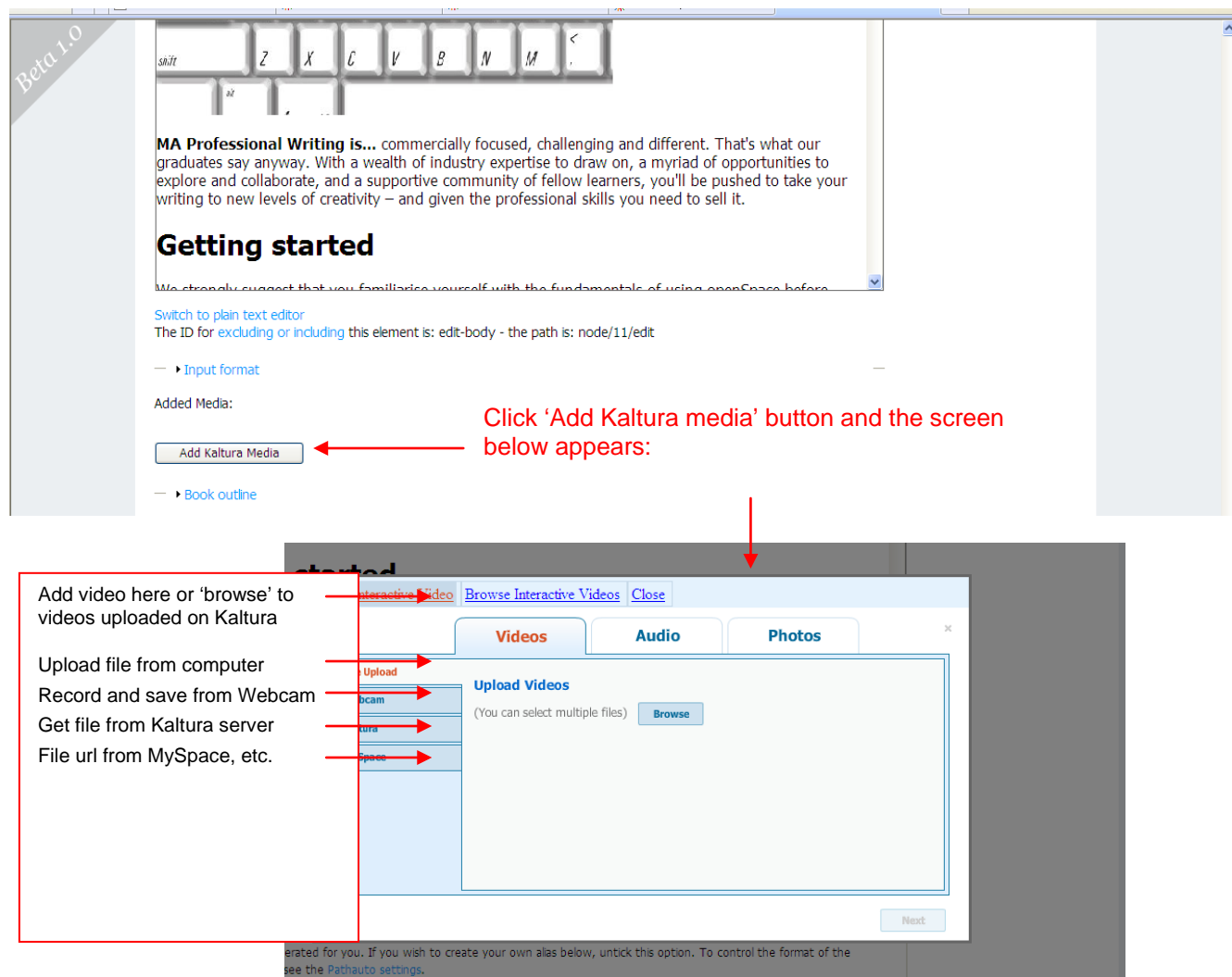


Image 12: Uploading multimedia to Kaltura through Drupal admin back-end

9.1.2 Publish Content

Kaltura enables publishers to easily publish video to any site, in a multitude of formats. Kaltura's video players come in a variety of styles and can be skinned and customised to match any brand. Its interactive video player allows publishers to add additional features directly to the player, including buttons to upload and remix media, share, report abuse, comment, rate and more.

- Create custom playlists.
- Engage users with remixing and annotation capabilities: allow users to get involved and interact with content using Kaltura's video editors, annotations, subtitles, and more.
- Syndicate and distribute content across the web: grow your audience and benefit from enhanced SEO

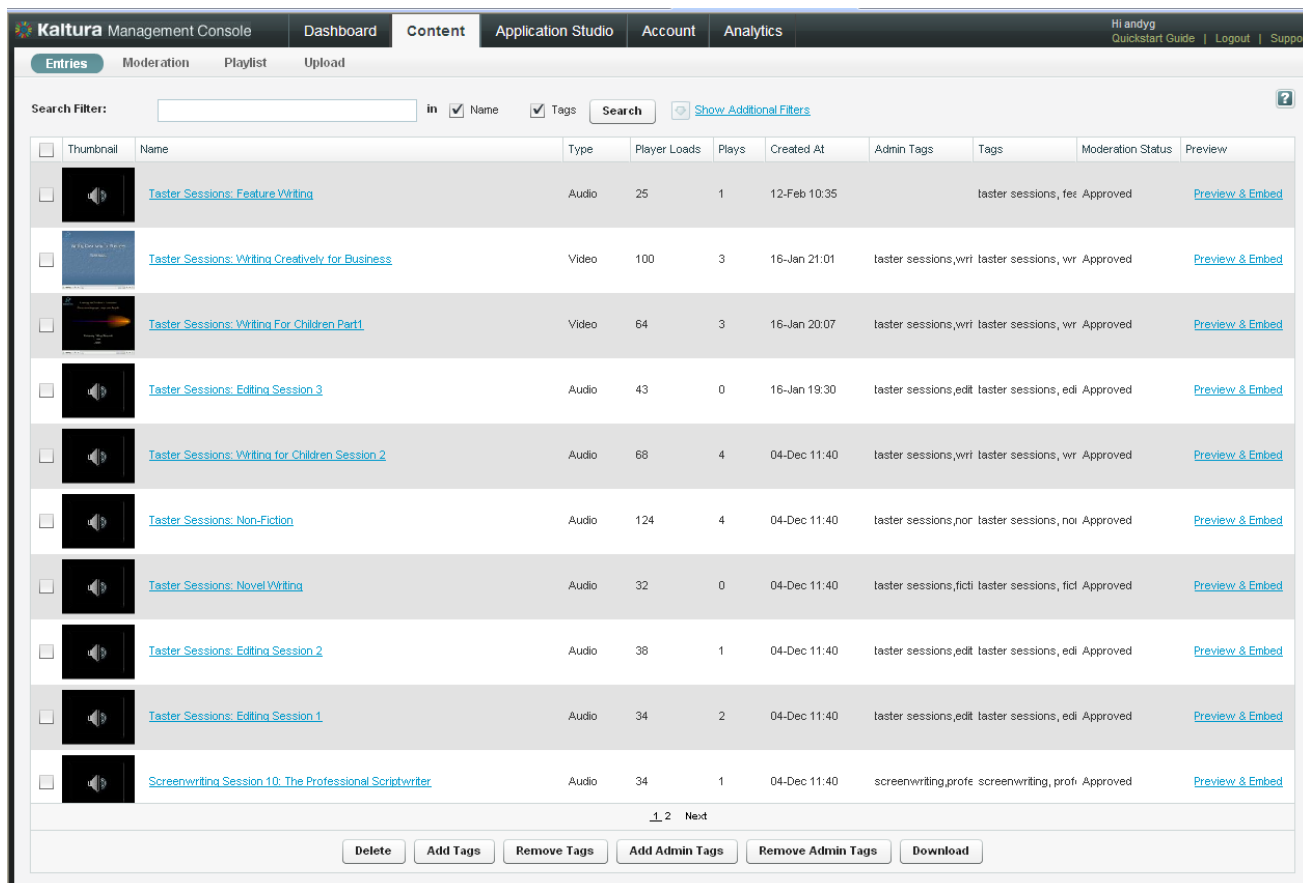
9.1.3 Syndication and Sharing

Publishers can ensure that their brand, website and rich-media content are optimized in terms of recognition, sharing and SEO benefits. Kaltura's distribution features help publishers extend their audience and increase the usage and delivery of their rich-media content across the web.

- MRSS feeds: publishers can feed their media information and updated feed into major video search engines and social networking sites like Twitter and Facebook
- Syndication via distribution partners: publishers can offer partners access to their media via the application interface, and allow partners the ability to use MRSS feeds into their sites
- Syndication using Kaltura widgets: publishers can easily syndicate content to other sites by providing not only a content feed, but also the widgets. Widgets enable better control of content
- Scheduling: publishers can control both timing of availability of content
- Downloads and exports: publishers can allow their users to download videos for offline use. This is extremely useful for videos or "video-mixes" that include more than one media clip - users click "Download" and all media assets in the video are "flattened" into a single file on the user's personal computer for offline use. Publishers can select which file format flattened files are saved in.
- Viral distribution: users can post video on any website or blog via widgets' HTML embed code

9.1.4 Manage Content and Apps

Kaltura's Content Management Console provides publishers with a complete set of tools for content management. The console enables publishers with easier media management capabilities and widget configuration, and thorough visibility of video usage via detailed analytics.



Thumbnail	Name	Type	Player Loads	Plays	Created At	Admin Tags	Tags	Moderation Status	Preview
	Taster Sessions: Feature Writing	Audio	25	1	12-Feb 10:35		taster sessions, fea	Approved	Preview & Embed
	Taster Sessions: Writing Creatively for Business	Video	100	3	16-Jan 21:01	taster sessions,wri	taster sessions, wr	Approved	Preview & Embed
	Taster Sessions: Writing For Children Part1	Video	64	3	16-Jan 20:07	taster sessions,wri	taster sessions, wr	Approved	Preview & Embed
	Taster Sessions: Editing Session 3	Audio	43	0	16-Jan 19:30	taster sessions,edit	taster sessions, edi	Approved	Preview & Embed
	Taster Sessions: Writing for Children Session 2	Audio	68	4	04-Dec 11:40	taster sessions,wri	taster sessions, wr	Approved	Preview & Embed
	Taster Sessions: Non-Fiction	Audio	124	4	04-Dec 11:40	taster sessions,nor	taster sessions, noi	Approved	Preview & Embed
	Taster Sessions: Novel Writing	Audio	32	0	04-Dec 11:40	taster sessions,ficti	taster sessions, fict	Approved	Preview & Embed
	Taster Sessions: Editing Session 2	Audio	38	1	04-Dec 11:40	taster sessions,edit	taster sessions, edi	Approved	Preview & Embed
	Taster Sessions: Editing Session 1	Audio	34	2	04-Dec 11:40	taster sessions,edit	taster sessions, edi	Approved	Preview & Embed
	Screenwriting Session 10: The Professional Scriptwriter	Audio	34	1	04-Dec 11:40	screenwriting,profes	screenwriting, prof	Approved	Preview & Embed

Image 13: Kaltura metrics

The console has the following capabilities:

- Batch upload
- Content management
- Moderate content and activation control
- Playlist creation
- Thumbnail creation and image capture
- Track viewer behaviour
- Administer user moderation
- Review flagged content
- Permissions setting
- Support for third-party moderation
- CMS integration
- Player publishing

File management including metadata and thumbnail management:

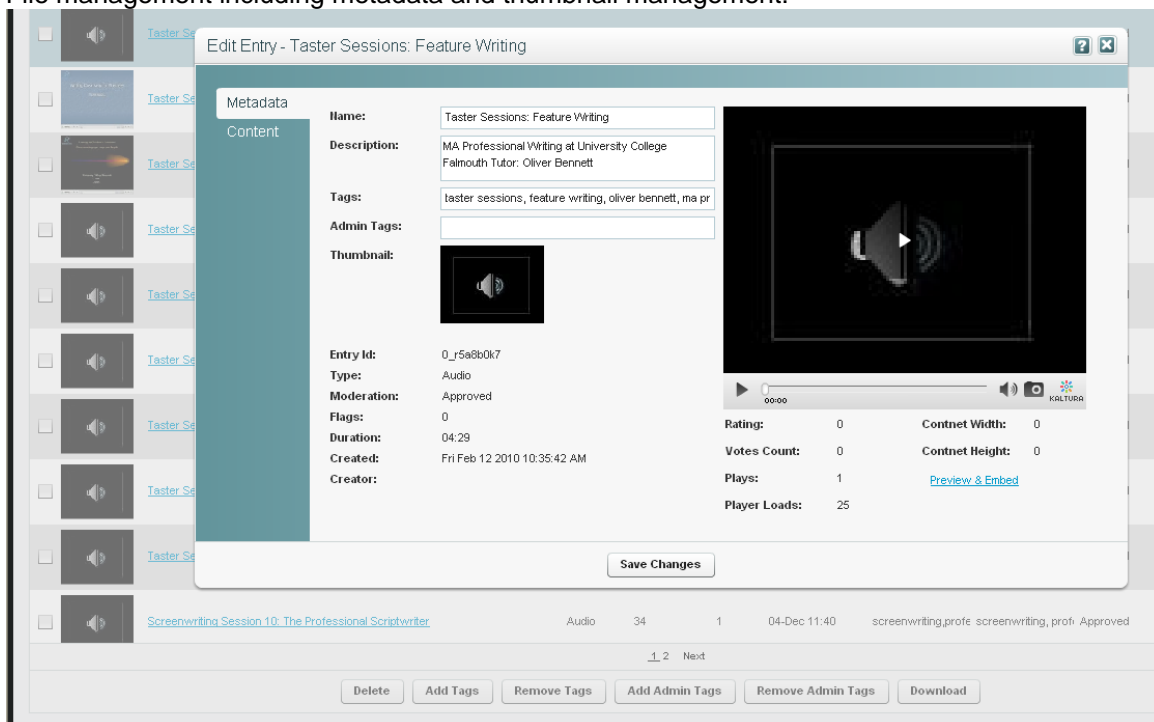


Image 14: Kaltura file management

Kaltura's application studio enables publishers to configure the widgets supported by Kaltura's open source video platform:

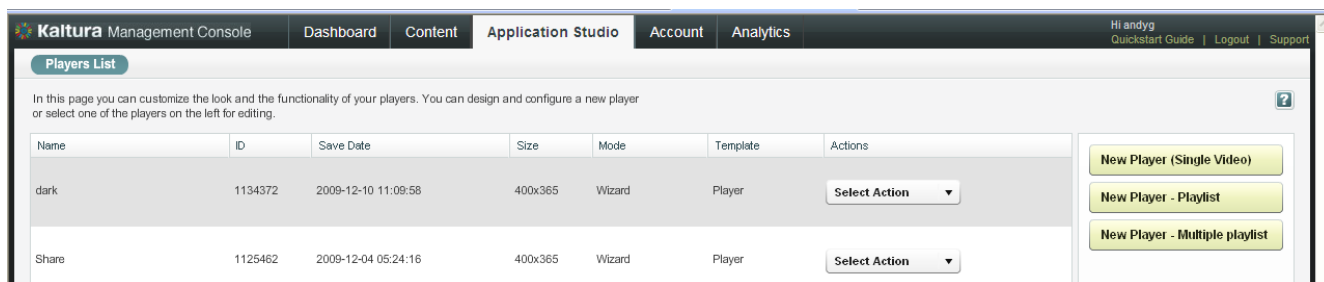


Image 15: Configuring Kaltura player widgets

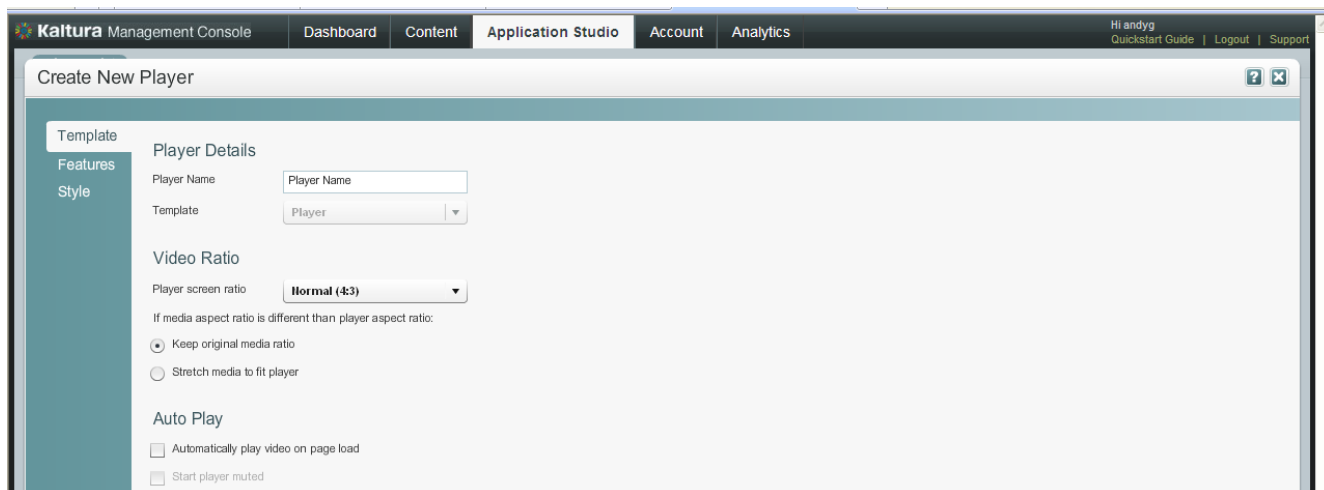


Image 16: Creating player widget

- Video player: design the player skin, include watermark logo, decide what buttons and features to add to the video player, select pre-defined player templates, or create a bespoke solution
- Component integration: integrate 3rd-party applications and features into players
- Video uploader: design the skin of the uploader wizard and decide which types of content (video, audio, images) may be uploaded or imported, and which sources may be searched for content import (Flickr, YouTube, etc.)
- Video editor: customise the skin and graphics of the online video editor, and enable/disable various features (such as the ability to add external content while editing, add a soundtrack, add custom transitions, etc.)

9.1.5 Analytics

Publishers receive a clear picture of the usage and success of their online video offering via Kaltura's Reports & Analytics module. These reports provide a quick snapshot with high-level information, as well as specific reports that drill down into user-specific information.

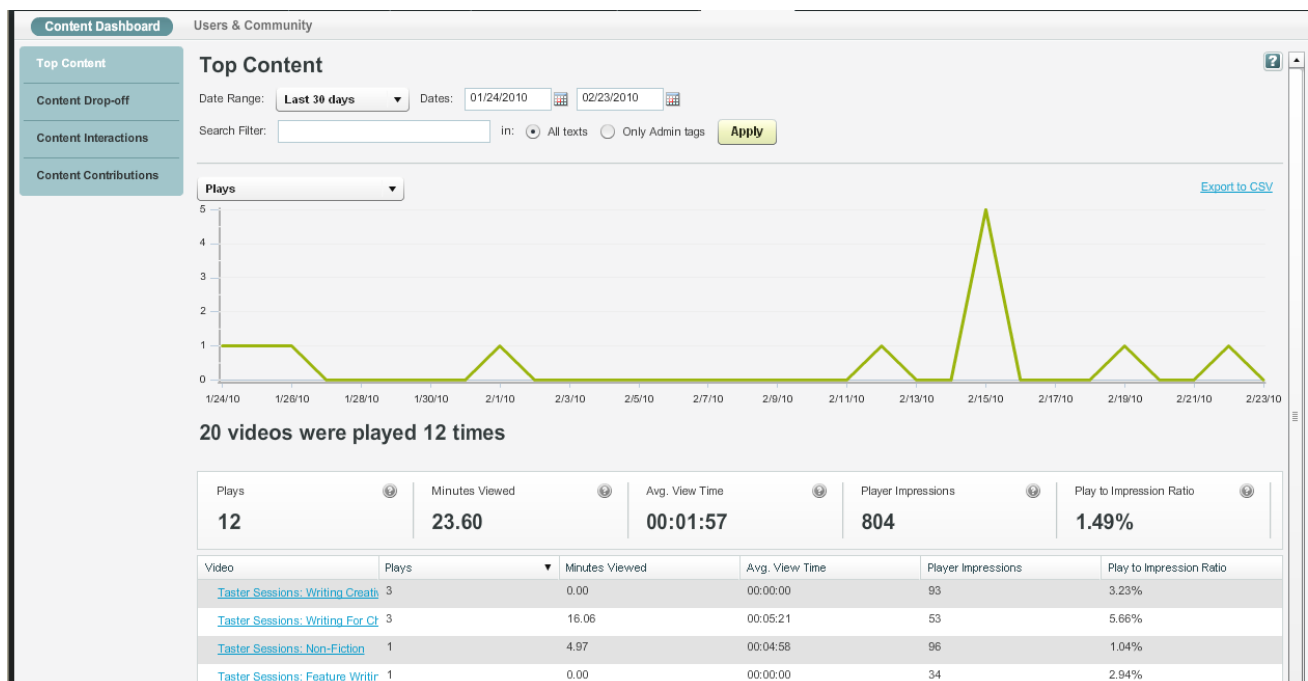


Image 17: Kaltura analytics

9.2 Innovations in practices/processes around OER

An example of Assignment Forums:

Course Taster Session Forums Post new Forum topic

Forum	Topics	Posts	Last post
Taster 1 - Introduction to Writing Non-Fiction Forum Forum for Taster 1 - Introduction to Writing Non-Fiction Assignments and Peer Feedback. « Taster 1 page	3	3	4 weeks 6 days ago by adisavoia
Taster 2 - Writing Creatively For Business Forum Forum for Taster 2 - Writing Creatively For Business Assignments & Peer Feedback. « Taster 2 page	3	3	4 weeks 6 days ago by adisavoia
Taster 3 - Writing for Children (Part 1) Forum Forum for Taster 3 - Writing for Children (Part 1) Assignments and Feedback. « Taster 3 page	1	1	12 weeks 1 hour ago by adisavoia
Taster 4 - Introduction to Screenwriting Forum Forum for Taster 4 - Introduction to Scriptwriting Assignments and Feedback. « Taster 4 page	2	2	4 weeks 6 days ago by adisavoia
Taster 5 - Writing for Children (Part 2) Forum Forum for Taster 5 - Writing for Children (Part 2) Assignments and Peer Feedback. « Taster 5 page	3	3	4 weeks 6 days ago by adisavoia
Taster 6 - Introduction to Feature Writing Forum Forum for Taster 6 - Introduction to Feature Writing Assignments and Peer Feedback. « Taster 6 page	3	3	4 weeks 6 days ago by adisavoia
Taster 7 - Introduction to Novel Writing Forum Forum for Taster 7 - Introduction to Novel Writing Assignments and Peer Feedback. « Taster 7 page	1	1	12 weeks 1 hour ago by adisavoia
Taster 8 - Introduction to Editing Forum (Part 1) Forum for Taster 8 - Introduction to Editing Assignments and Peer Feedback. « Taster 8 page	3	3	5 weeks 2 days ago by adisavoia
Taster 9 - Introduction to Editing Forum (Part 2) Forum for Taster 9 - Introduction to Editing Part 2 Assignments and Peer Feedback. « Taster 9 page	4	4	4 weeks 6 days ago by adisavoia
Taster 10 - Introduction to Editing Forum (Part 3) Forum for Taster 10 - Introduction to Editing Part 3 Assignments and Peer Feedback. « Taster 10 page	4	4	4 weeks 6 days ago by adisavoia

BASIC INFORMATION
[HOME](#)
[COURSES](#)
[THE OPENS](#)
[HOW TO](#)
[SUPPORT](#)
[CONTACT](#)

COU
TOOL

NEW FOR
[ASSIGNM](#)
[ASSIGNM](#)
[ASSIGNM](#)
[ASSIGNM](#)
[ASSIGNM](#)

TAGS IN
[Taster](#)
[Introdi](#)
[Editing](#)
[\(Part 2](#)
[Introdi](#)
[Editing](#)
[\(Part 3](#)
[Introdu](#)
[Feature](#)
[Forum](#)
[Introdu](#)
[Writing](#)

Image 18: MA Professional Writing's assignment forums for taster sessions

Drilling down to a specific session forum:

HOME COURSES THE OPENSOURCE PROJECT 'HOW TO' GUIDANCE SUPPORTING OPENSOURCE CONTACT

UCF openSpace
 ... where knowledge is free Donate

Home » Forums » Course Taster Session Forums » Taster 2 - Writing Creatively For Business Forum

Taster 2 - Writing Creatively For Business Forum Post new Forum topic

Please post your Introduction to Writing Creatively for Business Assignments & Peer Feedback Here This topic has been moved

Assignment 1	0	4 weeks 6 days ago by adisavoia	n/a
Assignment 2	0	4 weeks 6 days ago by adisavoia	n/a

BASIC INFORMATION
[HOME](#)
[COURSES](#)
[THE OPENSOURCE PROJECT](#)
['HOW TO' GUIDANCE](#)
[SUPPORTING OPENSOURCE](#)
[CONTACT](#)

COURSES

RSS Feed notifies registered users when new content has been posted to a session's forum.

Image 19: Illustration of RSS feed

9.3 Guidance on OER release and associated issues and processes.

Workshops and consultations are planned after the launch of openSpace. The team feels it would be easier to specifically demonstrate using something 'live' and tangible rather than discussing the project and open education in theoretical terms. The optimum platform for this would be through one of UCF's Learning & Teaching Days which cover pedagogic topics as well as developments in Higher Education. Each Learning & Teaching day is centred around a specific theme. The open Space team has suggested including open education in general – and openSpace specifically – as part of a digital resources or eLearning themed day. The primary audience will be academic staff, additional staff who work in the field of digital learning materials (e.g. Learning Technologists) and senior academic services staff.

Guidance materials have been provided on the openSpace project space (please see the images below). Information about the project space, along with its url, has been circulated to UCF staff.

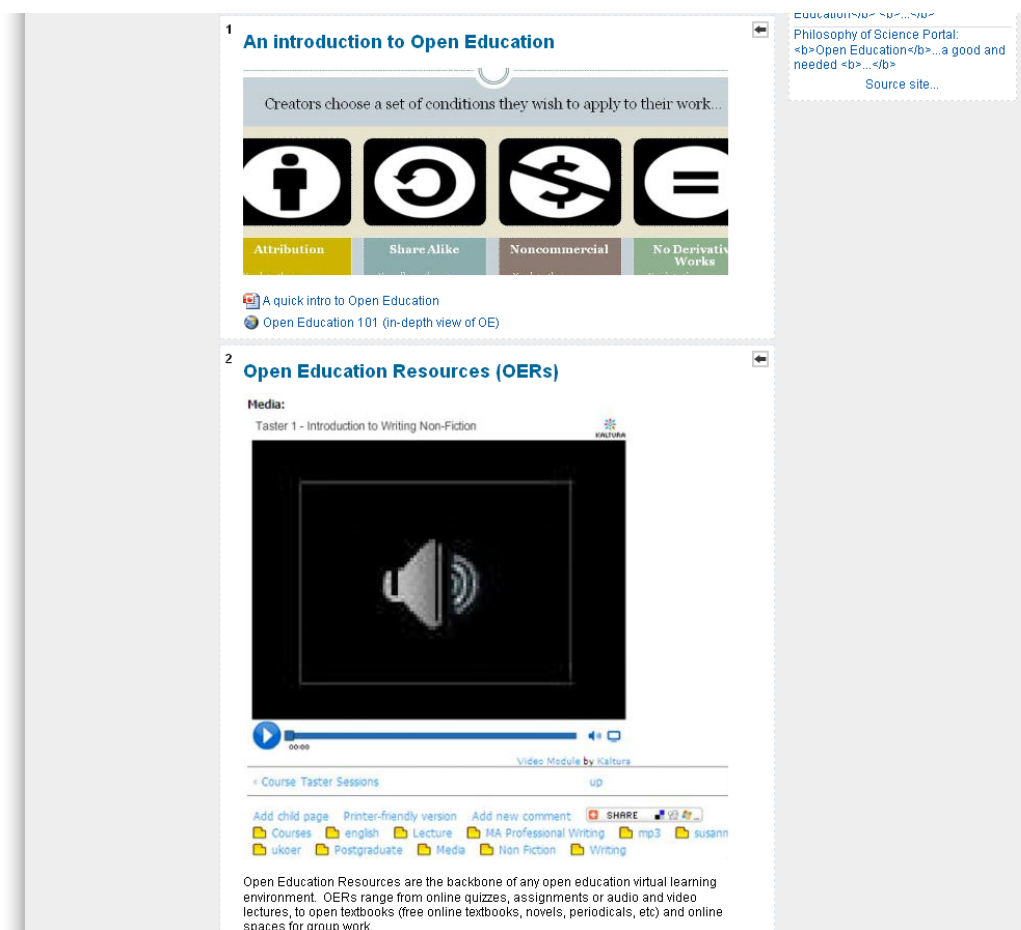


Image 20: Information about Open Education on UCF's Learning Space

3 **Open Education Discussion Forums**

Topic
Open Education research
Internationalisation & Collaboration
Free online textbooks
Open Source Software
Pack & Go: The interoperability of OERs

UCF recognises the potential that free and unfettered access to educational resources offers to the local, regional, national and international communities and welcomes the opportunity to examine how technology and an emerging legal framework can promote creativity and the sustainability of the open educational resources we produce.

This forum is envisioned as a space to discuss and debate the broad framework of pedagogic innovation and the role and nature of universities in the 21st century. One of the intended outcomes of the openSpace pilot will be to inject elements from our discussions, debates, research and findings on eLearning curriculum design into the OER movement in HE.

The 12 month project will be project managed by Alex di Savoia (alex.di.savoia@falmouth.ac.uk) and overseen by Christina Bunce (christina.bunce@falmouth.ac.uk), working with colleagues from Learning & Teaching, Academic Services, the International Office, the Learning Space and other interested colleagues.

The forums below are just a starting point. Please feel free to add your own topics.


[Open Education Discussion Forums](#)

4 **openSpace project documents**

Documents directly related to the openSpace project.

- [openSpace JISC project Bid](#)
- [openSpace Project Plan \(revised Jun 09\)](#)
- [openSpace VLE service provider bid](#)

5 **IPR**



IPR stands for intellectual property rights, which includes: copyright, design right, trade marks, patents, trade secrets and any other similar rights whether registered or unregistered existing anywhere in the world.

Image 21: Open Education discussion forums on UCF's Learning Space

We have also provided OER usage guidance on the openSpace repository. This guidance explains what OERs are, how they can be used, shared or remixed and how to use the Kaltura player to support these activities.

How can I use them?

openSpace OERs are offered under a Creative Commons [Attribution-Non-Commercial-Share Alike 2.0 UK: England & Wales](#) license. This means you are able to copy, distribute, display, and perform the work and to make derivative works (e.g. translation in to another language).

However, the following conditions apply:


Attribution: You must give the original author credit.

Non-Commercial: You may not use this work for commercial purposes.

Share Alike: If you alter, transform, or build upon this work, you may distribute the resulting work only under a licence identical to this one. You must also upload a copy of this work on openSpace or email it to openspace@falmouth.ac.uk

Sharing and remixing guidelines


The following logos must appear on all remixed and re-edited OERs:



The logos above must appear in all of the downloadable documents.

Our documents also contain details about authorship, copyright and other essential information. This information must remain in all translated and amended versions.

An example of how we encode this information in Microsoft Word and Adobe Acrobat documents follows below:



The screenshot shows a 'Link1 Tagging Properties' dialog box with the following fields:

Field	Value
Title	HAMLIN-OCTOPUS TAGGING SYSTEM
Subject	Editing Taster Session 3
Author	Susannah Marriott
Manager	MA Professional Writing
Company	University College Falmouth

Image 22: Guidance page covering using openSpace OERs

We have opted for a more restrictive 'Non-Commercial' Creative Commons license for a number of reasons. UCF academic staff are largely active practitioners within their creative fields. The work they produce has a commercial value and is commercially sensitive. Particularly with MA Professional Writing, tutors provide examples from their own practice. Unlike an algebra equation, which is more than likely constant and 'universal', a script is a highly individual piece of work with a value that is not only derived from the actual words or ideas – but from the author. What is being protected has an intellectual ownership as much as intellectual property rights. The value of what a tutor could earn in their professional practice could be harmed by the perception by a television or film production company, a magazine, newspaper, etc that they 'give their work away for free'. Such a perception could negatively impact on a tutor's ability to negotiate fees for their work.

9.4 Dissemination outputs

[Creating OE for Art, Design, Media & Performance Students](#) paper delivered at Open Ed 2009 (Vancouver).

9.5 Outputs from the evaluation process

We are currently undergoing an evaluation process. There is no data available at the time of submitting this report.

The formative assessment period (primarily Alpha Testing) provided positive feedback. However, it did point to some instances where the information and structure of the VLE was 'academic-centred' and not 'user-centred'. This covered instances of terminology that the general public with little to no exposure of higher education would find unfamiliar (i.e. 'pedagogy'). Alpha Testing also noted that there was an underlying assumption that OE students would go from one unit of study to the next as opposed to 'sampling content', navigating back and forth through the content. This raised an issue with the navigation structure which was addressed. This stressed the point that while this structure works very well with campus based students and distance learners with access to tutors, it probably wouldn't translate particularly well to the OE user experience.

An additional point was ensuring the consistent use of terms (i.e. not interchanging words like 'session' and 'unit' when describing the context of a lesson's materials) to minimise user confusion.

We have assessed our progress towards meeting the programme's aims and objectives. In this regard, the project manager has received positive feedback from the programme regarding the coverage of the initial press release covering the funding of openSpace by the programme and his attendance at the Open Ed 09 conference. These examples, along with the official openSpace launch in March, have been assessed in terms of effectively contributing towards meeting the programme's aims. These activities were taken with a view towards contributing to raising awareness of the programme and stimulating discussion within the OE community.

The project manager has shared UCF's final IPR Agreement with project strands within the programme. The PM also provided guidance from his experience about optimising OERs and projects in web search engine results. The PM also shared his methodology for metadata with the projects.

Outputs that are not institutionally sensitive will be shared with other UKOER projects, the programme and the OE community via the openSpace project space.

Technology and knowledge gaps were identified and addressed through the careful appointment of the web development company as well as liaising with the programme and OE community. Engagement with established OE projects was helpful in determining best practice with regards to aspects of the project (i.e. sponsorship, corporate giving, Creative Commons, etc).

Recognition of user achievement remains unanswered. This was an issue raised at the Open Ed 2009 Conference and remains a relevant topic point within the OE community.

Summative evaluation commences post-launch. This information will come from openSpace user feedback and online polls incorporated within openSpace.

This evaluation process will cover:

- Assessing the impacts, benefits, and value of the programme in the broader context
- Identifying achievements and stimulate discussion with the community
- Identifying areas for future development work

10. Outcomes and Impact

From the beginning the team tied the project in with UCF's Strategic Plan and other strategic policies and plans. This maintains its relevance and support within the institution. This was important for future-proofing and sustainability.

It is one of our assumptions that sharing course materials in an open fashion invites feedback from the end users: students, professionals, academics and higher education institutions using our materials to supplement their course materials. This feedback activity and process is something we will be monitoring and documenting over the coming months. This area of study could result in publishable material. This information may come from online polls on the openSpace site, case studies, the project and assignment forums on the site and invitations to users to submit feedback. Feedback fosters tutor reflection, encouraging our tutors to approach their subject with a fresh perspective. Tutors gain new transferrable skills when digitising their course materials. eLearning pedagogy is enhanced through discussions between academic teams and departments which include Learning and Teaching, Learning Technology, Academic Services and Senior Management. We perceive that this supports academic rigour and the quality of the learning and teaching experience at UCF.

Internationalisation is another important outcome. Our OE course materials create opportunities for international partnerships with institutions where a traditional relationship wouldn't ordinarily be possible. These partnerships are mutually advantageous. While our open education partners benefit from the sharing of our course materials, UCF gains access to thinking and experiences not available in the UK. We've already had interest from the Brazilian OER project which is in the process of being formalised. Such partnerships are one measure of success in the international arena. With additional courses, there is scope for creating online collaborative partnerships with courses from non-UK institutions where formal student exchanges are either impossible or impractical due to term times, dates or lack of credit transferability.

The Project Manager believed that support from UK Subject Centres would add to the project's impact. Towards that end, he introduced the project to the English Subject Centre (openSpace was cited in an article about UCF's MA Professional Writing courses, projects and ventures in *WordPlay*, April 2010 Issue 3, p.28), PALATINE and the Art, Design & Media Subject Centre (the Project Manager has accepted an invitation to submit an article for the June edition of *Networks Magazine*). These activities extend information about openSpace and the programme.

Presenting papers about specialist creative subjects at open education conferences has been extremely beneficial. This has led to further invitations for the Project Manager to present either full papers or short presentations at forthcoming OE conferences in 2010. Again, this will disseminate information about openSpace and the programme. Aside from dissemination, meeting the originators of the OE movement, representatives from other international OE projects and discussing developments and issues within the OE community has been an invaluable experience.

One of the ultimate achievements will be openSpace's usefulness to, and adoption by, its end users. We look forward to their feedback as well as analyzing and reporting the data gathered from the users. Another measure of achievement of our goals and aims is the use of our OERs by other academics and higher education partners. Kaltura will enable the team to monitor certain aspects of use and re-use of certain OERs, namely our multimedia files.

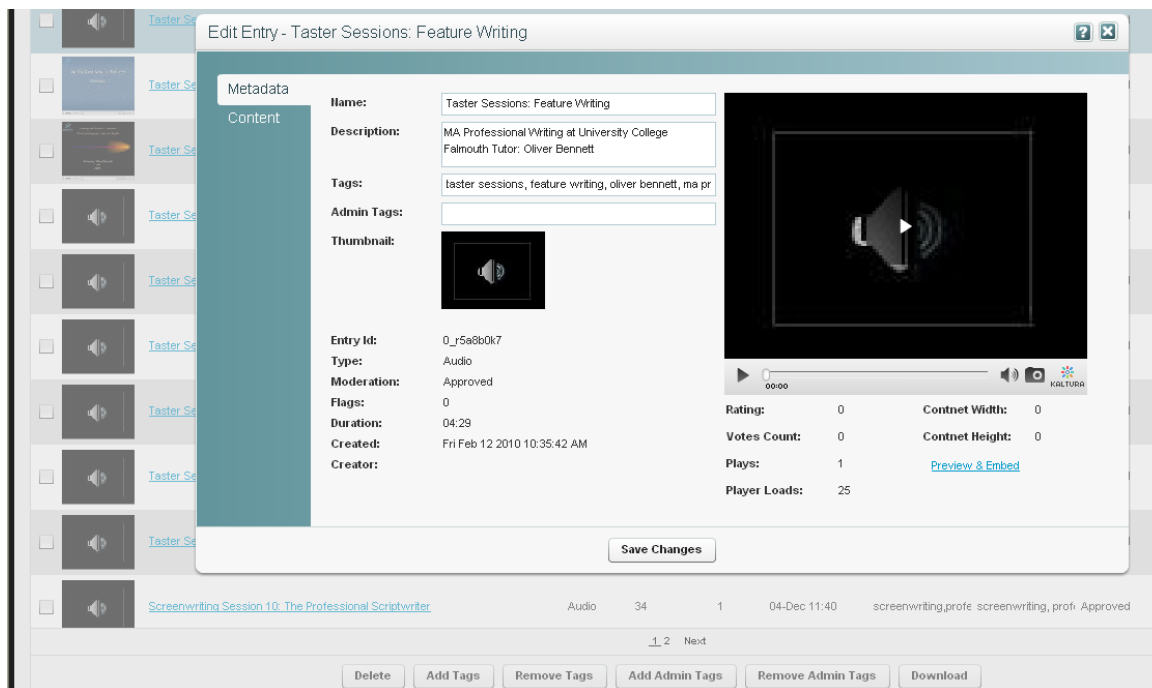


Image 23: Monitoring use of openSpace OERs

As the above image illustrates, the Kaltura platform provides information about user ratings, views and multimedia plays. Advance use of Google's search functions will allow us to monitor who has embedded each multimedia player through the html embed code – and where it has been embedded. Remixed media can also be uploaded through the individual Kaltura players, enabling remixed media to appear alongside the original material (which is covered in our 'How to use our OERs' section of the openSpace website). Kaltura provides metrics on the remixed media as well as the original files.

Google Analytics will enable us to monitor the number of times our MS Word and PDF documents have been downloaded. Google's search engine results will also enable us to see who has linked to our document resources.

Can OERs or OE project design influence an OE student's motivation to persist? It is our hope that our proposed research addressing how OE students create self-directed learning goals, assess their own outcomes and persists through this process will add to the OE movement.

11. Conclusions & Recommendations

One topic that has been briefly touched upon in this report is the subject of recognising OE user achievement. Can OERs be accredited? How? What unifying framework can be put in place to support this? What is the worth of OE study on a CV? Like many within the OE community, the project team recommends investigating this topic.

We recommend UK frameworks or guidelines covering IPR. With so many disparate approaches and treatments of IPR, it is difficult for OE projects in the UK to compare policies or assist each other. This could lead to difficulties in practices in what OERs can be released and how they can be released. It may also prove to be a formidable barrier for future UK OE projects from some institutions.

Our experience within MA Professional Writing has shown that there are positive benefits with tutors engaging with eLearning. Reviewing course materials for a different method of learning re-engages tutors with their subject. Training tutors on how to digitize their course materials not only provides tangible transferable skills, it has generated excellent conversations about how students learn, in particular students studying online, and methods academics can use to support online learning. In short, it creates new thinking around learning and teaching.

Embedding an OE project into an institution's goals and strategies can play an important role in management support for the project. It shows the project teams' commitment to those goals and strategies and the institution has something that is a clear example that matches key policies. It is a beneficial and symbiotic relationship.

To conclude, we can identify groups of OE users. However, we can only surmise why they use OERs and to what end. Further research into how OE users set their own learning goals and persist through process requires research.

12. Implications for the future

An immediate implication for openSpace as an OER repository is its continued management and development. At present, the technical knowledge about the openSpace VLE, its structure and organisation, fully resides with two members of staff: the Project Manager and MA Professional Writing Course Leader. The team has stated to UCF's senior management that here is a need to train additional members of staff (e.g. Learning Technologists) to ensure and safeguard the future development and management of the OER repository.

Maintenance and continued ingestion of HE level creative subject OERs into the openSpace repository are also items that require further discussion within UCF.

In terms of prospective student recruitment, the project team acknowledges the recruitment possibilities that openSpace provides. In this regard, the team will discuss means of monitoring the number of openSpace users who enquire about and/or apply to UCF courses.

The project team benefitted greatly from researching the work done by the pioneers of the open education movement. Without their vision, belief, enthusiasm and determination, projects like openSpace would not have been possible. The openSpace team hopes it has successfully built upon this previous body of work and has added something new to OE. Where our model goes beyond placing multimedia lectures and open textbooks online, we hope others will build upon our initial approach. Specifically, it is our hope that others within the community will join us in researching aspects of open education that have begun to be discussed within the community: How OE students create self-directed learning goals, how OE students persist in the process of self-directed study and achieve their learning outcomes, models of pedagogy for OE and building and sustaining communities of learners within OE. We also hope there will be continued discussions around how units of study with OE can be officially recognised, either through academic credits, certificate or some other means.

As partnerships with other specialist Art, Design, Media and Performance HE institutions are formalised and agreed, they will be able to provide OERs to the openSpace VLE.

In order to develop a sustainable model for OER production and use, openSpace's publishing strategy will incorporate OE students and HE institutions wishing to make use of the specialist Art, Design, Media & Performance OE platform. Creating a community of learners, or social learning space, is an important component for the sustainability of the pilot. The users of openSpace OERs can also be producers of openSpace OERs: especially subject academics from other HEIs.

Similarly to open source software developers, learners and educators within this framework are both users and producers, which provides strong motivation for their own investment in the continuation of the project.

Our donations and corporate sponsorship component has been created with a view towards income generation to assist in financial sustainability.

We have also established contact with various UK Subject Centres. They have provided much valued moral support. Lastly, partnerships with other OE projects will maintain our reach to OE students – whether through a link to the openSpace site or through use of our RSS Feeds to populate their repositories, such partnerships could bring our OERs to a new audience. Discussions are at an early stage at present.

In the event that the pilot remains in its current form, it will remain on the UCF server and will remain publicly accessible. Our outputs will remain on our [publicly available project workspace](#) which acts as our user community.

Project Outputs	Why Sustainable	Scenarios for Taking Forward
Repository	Embeddable through interoperability. Fulfils a specialist gap in the OE market. Users will also be able to add to the repository.	Available for use by other HEIs and other OE projects.
Case studies (OE student and professional CPD)	Highlights the benefits gained through OE use.	Use by OE community. openSpace project workspace
Events, e.g. Learning & Teaching Day	Dissemination of knowledge	Embed internally and externally.
Research, Papers and Conferences	Dissemination of knowledge	Knowledge transfer Publicly accessible
OE Guidelines Licensing Agreements Methodology Models Reports Technical manuals Tools or toolkits User manuals	Embeddable through interoperability. Information fulfils a need and specialist gap in the OE market. Users will also be able to add to the repository.	Available for use by staff, other HEIs, other OE platforms and OE students
Training packages or tutorials	Dissemination of general and specialist knowledge	Knowledge transfer Publicly accessible

13. References

Berners-Lee, T., Hendler, J. and Lassila, O. (2001). The Semantic Web. A new form of Web content that is meaningful to computers will unleash a revolution of new Possibilities. Scientific American [Online] Available at: <http://www.sciam.com/article.cfm?id=the-semantic-web> [Accessed 26 January 2009].

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JISC CETIS, 2008 [?]. Open Education Briefing Paper. [Online] Available at: http://wiki.cetis.ac.uk/images/0/0b/OER_Briefing_Paper.pdf [Accessed 26 January 2009].

Light, Richard J. (2001), Making the Most of College: Students Speak Their Minds (Cambridge: Harvard University Press). For a summary of Light's research, see Richard Light, "The College Experience: A Blueprint for Success," <http://athome.harvard.edu/programs/light/index.html>. An earlier, though more focused, contribution to our appreciation of the power of group study was provided by Uri Treisman. As a graduate student at UC-Berkeley in the late 1970s, Treisman worked on the poor performance of African-Americans and Latinos in undergraduate calculus classes. He discovered the problem was not these students' lack of motivation or inadequate preparation but rather their approach to studying. In contrast to Asian students, who, Treisman found, naturally formed "academic communities" in which they studied and learned together, African-Americans tended to separate their academic and social lives and studied completely on their own. Treisman developed a program that engaged these students in workshop-style study groups. The program was so successful that it was adopted by many other colleges. See Uri Treisman, "Studying Students Studying Calculus: A Look at the Lives of Minority Mathematics Students in College," College Mathematics Journal, vol. 23, no. 5 (November 1992), pp. 362–72, <http://math.sfsu.edu/hsu/workshops/treisman.html>.

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Appendix A: Invitation to beta test openSpace

Dear -

I am pleased to say that openSpace is entering its final development stages. If you're unfamiliar with the openSpace project, it is one of the first HE-level specialist Art, Design, Media and Performance open education virtual learning environment. Our pilot will launch with learning materials from University College Falmouth's MA Professional Writing course. The learning materials provided cover Professional Writing's taster sessions for scriptwriting, writing for children, editing, feature writing and novel writing. A full screenwriting unit is also provided.

openSpace will be entering its Beta Testing phase in early February 2010. I cordially extend an invitation for you to become a Beta Tester. As a beta tester, you will help uncover flaws, errors, weak points, glitches, navigation and design issues and/or errors on the openSpace VLE – things which could cause OE students frustration or detract from their online learning experience. You will also be identifying specific issues which will need to be corrected before openSpace can go public in March 2010.

One key metric will be our approach to providing spaces to support and encourage online learning communities.

We'll do our utmost to making your beta testing experience as flexible as possible. The testing phase will be carried out over a two week period in February. It would be great if you could spend 2 to 3 hours going through the site during that two week window. These 2 to 3 hours can be done in one go or spread across the testing phase. There will be an online questionnaire with 10 to 15 questions to answer.

If you would like to take part in this beta testing process, please respond via return email. Please feel free to forward this email to colleagues and associates you think would be interested in taking part.

I will be sending out an email to beta testers, with a link to the beta testing site, at the beginning of February.

Thank you for your time and consideration.

[signature]

Appendix B: email to openSpace beta testers

Hello -

Thank you for beta testing openSpace, University College Falmouth's open education virtual learning environment.

We are building openSpace one course at a time. We're launching with units from our MA Professional Writing. This pilot has only been possible due to MA Professional Writing already having digitized learning materials from its part time distance learning course. The learning materials on openSpace are provided for free public access and use under Creative Commons.

Open Education is still a new phenomenon. Just like education is a lifelong practice, we will be learning new things through openSpace all the time. Things like how students like to control their own learning. Or how we can encourage and support the open education learning process in a safe and engaging environment. And we're constantly improving how we build active communities of learners at all levels of higher education.

As a beta tester, you will help uncover flaws, errors, weak points, glitches, navigation and design issues and/or errors on openSpace – things which could cause online students frustration. You will also be identifying specific issues which need to be corrected before openSpace can go public.

We ask that you spend around 3 to 4 hours testing the site, using your computer. **Please spend around an hour working through 1 of the Taster Sessions or 1 of the Screenwriting sessions (e.g. 'Character' session).** Please read through the student notes, lecture notes, etc and listen to the lecture. You won't be expected to do the actual assignments. However, please read through the assignment for your lecture of choice and think about how it relates to the session.

You will also be asked to fill in an online survey which should take no more than 10 minutes.

The beta testing deadline (including completing the feedback survey) is Friday, 26 February 2010.

The data collected from you will identify areas requiring debugging, troubleshooting and amending.

Participating in beta testing openSpace enables you to:

- be among the first to gain access to our open education platform and share your opinions with us
- help the openSpace team improve the quality of the learning platform being tested
- provide us with your suggestions on possible ways of improving the platform and/or user experience

By agreeing to beta test openSpace, you agree that you:

- are 18 years of age or older
- will comply with the beta testing requirements
- have access to a high speed internet connection
- agree to spend a maximum of 3 hours testing the openSpace platform

- will report findings covering (but not limited to): navigation structure, broken web links, missing course documents, incorrectly identified content, multimedia content (ease of playing, quality, etc), accessibility, overall usability, overall quality of teaching material and content, etc.
- will provide suggestions on ways to improve the product being tested; and report on compatibility issues (specifically related to your configuration, especially MACs)
- will report problems: -To report an error, please provide a detailed description of the ways in which it manifests itself on your system, the steps which lead up to the error and characteristics of the hardware used for testing
- will fill in the online survey and feedback findings

Returning this email will indicate agreement to the above.

Access url: <http://openspace.falmouth.ac.uk>

Online questionnaire: <http://www.surveymonkey.com/s/23RR9W9>

Thank you once again for participating in this beta test.

[signature]

Appendix C: Beta tester feedback survey

1. About you...

1. About you (please select one option):

- I am currently a student
- I am thinking about entering higher education
- I am an academic
- A member of the public
- I am a non-academic University professional
- I am a professional/creative/practitioner

Other (please specify)

2. Do you work in the field of Open Education?

- Yes
- No

3. Your details (State/Province & Country are mandatory fields. All other fields are voluntary)

Name:

Company:

Address:

Address 2:

City/Town:

State:

ZIP/Postal Code:

Country:

Email Address:

2. Your learning experience

1. About finding your way around (navigating):

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The overall structure of the openSpace site is logical.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The main navigation menus are helpful.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The course navigation menus are helpful.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
Using the navigation links to locate major categories of information is easy and works well.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The words used on all of the navigation links are sensible and helpful.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I easily located the information I was looking for.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please provide any other comments on using the navigation in the text box below:

2. About your learning experience:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have taken an online course before.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I have used a virtual learning environment before.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I have used open education resources before.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The course materials provided were what I expected.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
My learning experience was better than anticipated.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I felt the course materials asked too much of me.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The materials provided were appropriate for university level study.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I felt I could learn at my own pace.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was inspired to learn.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
If my learning goal was to improve my writing skills, I could do this with the units provided.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The learning materials provided reflects positively on the MA Professional Writing course.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I could measure my progress against the learning aims and goals for each session.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I think encouraging peer collaborations and peer feedback is good.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please offer additional feedback and comments about your overall learning experience in the box Below:

3. The content

1. About the content & documents on the site:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site uses commonly used language that was easy to understand.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I found the lesson-related documents easy to download.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I found the lesson-related documents easy to open.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The assignments were easy to understand and follow.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I easily found guidance on how to do Peer Critiquing.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I easily found the group collaboration tools (e.g. Colaab).	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I easily found where I should share course work (e.g. Forums).	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please provide any other comments on the content of the website in the text box Below:

2. About the multimedia files (audio & video):

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I could hear the audio files clearly.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I found the audio & video lectures were interesting to listen to / engaging.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The audio & video files were easy to download.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The audio & video files were easy to open on my PC / Mac	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I could hear the audio & videos clearly.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The relationship between the assignments, lectures and peer feedback process was clear.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please provide other suggestions for improving any aspect of our audio files and videos in the text box below:

3. Creative Commons:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Information about Creative Commons was easy to find.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I understood the parameters of content use as defined by the Creative Commons License	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I understood that it was possible to embed the media player on an external website or blog	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I understood that I could download audio and video files	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I understood that I could upload translated/amended versions of the original material	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I understood the usage of keeping the original content creator's logos and information with any	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

translated/amended
versions of all original
files

Please provide other suggestions for improving our Creative Commons and resource sharing information in the box Below:

4. Our help information & your overall experience

1. About the help / assistance information:

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

The Help section provided the information I needed.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The Help section gave me the confidence I needed to use the course pages.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
The information is well written and informative.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please provide other suggestions for improving any aspect of our Help / assistance information the text box below:

2. Your overall experience:

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

I had a positive experience using openSpace.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I would find this a good way to experience higher education.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I would find this a good way to get a taste of what a specific course was like.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I would find this a good way to update professional skills within a relevant industry.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I would recommend openSpace to family and/or friends.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I think universities offering similar courses would find openSpace a good collaboration	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
partner.					
I see the value of open education.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I liked this model and approach to open education.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Please provide other suggestions for improving any aspect of your general experience the text box below: