**WIHEA Project Funding Proposal Form – Autumn 2016**

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| Project Team: | | | | | |
| Project Lead Name  (WIHEA Fellow) | | Department / Centre | | Email | |
| Teresa MacKinnon | | SMLC Language Centre | | [t.mackinnon@warwick.ac.uk](mailto:t.mackinnon@warwick.ac.uk) | |
| Name of Project Partner  (who is prepared to take responsibility for the project if required) | | Department / Centre | | Email | |
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| **Other Collaborative Staff Partners:**  (from three Academic Departments or two Academic Departments and one Professional/Student Service) | | | | | |
| Staff Name | | Department / Centre | | Email | |
| Leticia Villamediana Gonzalez  Raquel Navas | | SMLC (Hispanic Studies) | | [l.villamediana-gonzalez@warwick.ac.uk](mailto:l.villamediana-gonzalez@warwick.ac.uk)  [R.Navas@warwick.ac.uk](mailto:R.Navas@warwick.ac.uk) | |
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| **Student(s):** (If more than 3 students, please provide the same details in the ‘Other Information’ section) | | | | | |
| Student Name | Course Title & Year of Study | | Department | | Email |
| Kirsti Maiwald | BSc International Business with French Y2 | | WBS | | [k.maiwald@warwick.ac.uk](mailto:k.maiwald@warwick.ac.uk) |
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| Project Information: | | | | | |
| **Please tick the key theme to which this project contributes:** | | | | | |
| **Project Theme:**  **☐**  A: Undergraduate Research  **☐**  B: Internationalisation  **☐**  C: Interdisciplinarity | | | **☐**  D: Assessment & Feedback  **☐**  E: Group Work  **√**  F: Open Call (\* please provide title below) | | |
| **Open Call Project Theme:** (Title of Project)  Open Educational Practice: knowledge in the open web-heutagogical open weaving. #KNOWHOW | | | | | |
| **Estimated Start Date:** | | | **Estimated Completion Date:** | | |
| 30th January 2017 | | | 31st July 2017 | | |
| **Outline of Project:** (Please provide a brief summary of your project and outline your project) | | | | | |
| **Please provide a title and a sentence to summarise your project:**  (this brief summary will be used in future internal and external communication materials)  Open Educational Practice: knowledge in the open web - heutagogical open weaving. #KNOWHOW  Using a connectivist learning approach this project will evaluate, curate and create resources to enable students and staff alike to understand and access the learning opportunities available through open, connected practice. | | | | | |
| **Project Plan:** | | | | | |
| Please provide an outline of your project by answering the questions below:  **What do you want your project to achieve?**  The internet has provided new arenas for learning in which participation and contribution have a prominent position (Drotner, 2008; Dohn, 2009 cited in Bradley, L and Vigmo, S.) providing learners and teachers alike with a plethora of resource and opportunities for interaction which should make knowledge sharing and learning more accessible than ever before. However, the ambition shared by [UNESCO in 2002 in the first global OER forum](http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/) to support the sustainability of teaching globally has proved to be challenging to achieve. With the context for funding of Higher Education in the UK uncertain and the cost of studying an ever increasing burden, there has never been a more important time to support new ways of considering access to and sharing of knowledge. The International Council for Open and Distance Education (ICDE[[1]](#footnote-1)) defined Open Educational practices as "practices which support the production, use and reuse of high quality open educational resources (OER) through institutional policies, which promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path.” Others define such practices more broadly, to include “all activities that open up access to educational opportunity, in a context where freely available online content and services (whether 'open', 'educational' or not) are taken as the norm.”[[2]](#footnote-2) We will explore Open practices, connecting and exploiting the potential afforded by the internet thought to be of value in supporting academic practice in all domains of scholarship (Weller, 2011). The importance of [openness as a value](https://opencontent.org/blog/archives/4828) is here made explicit by David Wiley. However, there are barriers and practical concerns, which have to be addressed in order to understand communication channels and ways of connecting which empower us to become effective digital scholars.  This project aims to help to address the knowledge and skills gap that exists for both teachers and learners to give wider awareness of how to locate and contribute to opportunities for learning through connecting in open digital spaces. We will be investigating the steps needed in order to normalise safe and effective open practice and work confidently in the new digital domain for scholarship. The project participants will explore existing networks in order to weave together resources for a self-access MOOC to enable others to benefit from OER. The need for further exploration in this area is identified in a paper by Czerniewicz (2016). The project follows on from a previous WIHEA student experience project which [revealed an interest in open practice](http://m2.warwicklanguage.org.uk/mahara/view/view.php?t=MycjRGtF0gp4bATu7rwI) and a core of students from that project are eager to continue and build on the work started under that project. We are also continuing to advance the collaborations across SMLC and synergies we have with CAL and CEP on learning and teaching. For example, the Linguistic Landscape project (SMLC Hispanic Studies) has demonstrated the value of using social media (twitter @HSLingLands) to alert students to the many physical manifestations of the language they are studying that exist in the real world, sharing them openly with their twitter channel. Opportunities exist to build on this further, curating the shared pictures and building a clear way of working which, if adopted in other contexts can successfully help cross the formal/informal learning divide, bringing greater student engagement in their learning. The lessons learned through [the Clavier project](http://tinyurl.com/zn5nx4u) which also successfully crosses the borders of formal and informal learning and demonstrates effective online intercultural exchange will be able to inform other disciplinary activity into telecollaborative practice through the networking the project will engender.  The project will produce:   * A moodle course template for a self-access course to support the practical implementation of open practice in teaching and learning, licensed using Creative Commons and available to all to reuse and repurpose. Parts of this course will be available as a pilot during the period of the project and then launched in June for public access. * An interdisciplinary evaluation from multiple perspectives of the potential for open practice to impact on the sustainability of teaching in higher education. * An identification of the necessary skill set for digital scholarship which will draw on the many emerging frameworks and offer an interpretation fit for our context to be shared through WIHEA. * A core of digital champions who can support confident digital practice in their contexts.   The project combines several of the themes for the call including undergraduate research, internationalisation, interdisciplinarity and group work in a contextualised exploration of the use and creation of Open Educational Resources (OERs) through Open Educational Practice (OEP).  **How do you intend to achieve it?**  The project structure will centre upon the identification and investigation of useful resources and skills to include in an open online course in OEP.  Participants will contribute through:   * facilitated exploration of existing networks and resources * familiarisation with the skills necessary to participate effectively in open learning (critical thinking, evaluation of sources, interpersonal skills etc.) * reflection upon their experiences leading to evaluation and analysis of aspects of open practice   The team will identify the barriers to working and learning in the open. They will critically appraise the advantages and potential contribution which open practices could make to a more sustainable model of learning and teaching in Higher Education. Given restricted budgets and the emphasis of funding councils upon [efficient use of available funding](http://www.rcuk.ac.uk/research/efficiency/) it is necessary to examine working practices [as proposed in this paper](http://wrap.warwick.ac.uk/79778/). It is expected that the resultant course will include practical support and scaffolded experiences, which will enable users to grow in confidence in their digital practice. These will have been piloted by our participants in their contexts. The areas to be investigated include but are not limited to:   * professional online identity management * licensing, reuse, remixing and storage of digital resources * effective use of social media and web tools for education * connected practice across international contexts   Open badges will be used to provide micro-credentials of the digital practices experienced and will be referenced where suitable against emerging digital capabilities frameworks such as [Beetham’s proposed digital lens on the UKPSF](http://blog.yorksj.ac.uk/tel/files/2013/12/DigitallensontheUKPSF.pdf).  **What are the roles of staff and students?**  All participants are co-researchers andcollaborators interested in exploring the potential for learning across boundaries through digital interaction. They have access to a range of topics and choose which to investigate and reflect upon individually or with their student cohorts. The resultant reflections will shape the MOOC course activities and content. They will work on topics relevant to their context with their peers and networks and share their experiences back to the group to inform the project development.  **How many students will your project reach and how?** (please include information on discipline/year of study etc.)  This project focuses upon the teaching and learning context in Higher Education by mobilising those who share a frame of reference (language teaching and learning) which by its very nature develops communication skills. This emphasis on communication is of significance therefore to a wider, more generic context across other disciplines.  In SMLC the project outputs will be shared with our growing cohort through our skills programme:  Year 1: 201 (167 of whom are on degrees administered by SMLC)  Year 2: 172 (143 of whom are on degrees administered by SMLC)  Year 3: 126 (120 of whom are on degrees administered by SMLC)  Year 4: 122 (120 of whom are on degrees administered by SMLC)  Through the wider network of the Language Centre (students from any discipline/year, studying language for credit towards their degree course) the resultant course will be available to all 4,000+ students, staff and members of the public as registered users of Languages@Warwick through self-enrolment.  CPE: Secondary cohort (includes PGCE and School Direct trainees) 200+, staff network including MA in professional education, extensive schools partnerships through CPE trainees.  CAL: Postgraduate: 45 students on MA ELT and MA ELSM, staff network also engaged in technology for language learning/teaching.  Library 400 students through existing projects, up to 900 connected through the Library tours and website.  As the intended output is a Moodle mooc template, this will be made available through the Open Education SIG and can be adopted/adapted by any number of institutions according to the permissions allowed through a [Creative Commons](https://creativecommons.org/) licence.  **Which other stakeholders will you involve and how?**  Within Warwick the project will connect with the library and careers and skills to develop understanding of open educational practice and establish useful open badge pathways to recognise relevant activity for professional activity in the digital age.  The lead’s connection to the [AMIN network](https://www2.warwick.ac.uk/fac/soc/ces/research/amin/) provides a pathway to share the contribution we can make towards internationalisation for both staff and students, supporting the wider dissemination of opportunities and methodologies for successful international collaboration. Practitioners from the Language Centre and elsewhere would be able to connect through this project to emerging academic networks such as [UNIcollaboration](http://unicollaboration.org/) in order to support their academic profile development in the area of computer-mediated communication in learning and teaching. The connections with education could also be of interest to [IGGY](https://www.iggy.net/) .  External connections willing to pilot the outputs and connect with the project include professional development colleagues from Monash University, Southampton University, Sheffield Hallam, Université Clermont Auvergne, France, University of Oklahoma, USA and using the #knowhow hashtag we expect to engage many external voices, widening participation and awareness of the dynamic scholarship at Warwick. Although the project emerges from language disciplines, it aims to use our communication expertise as a catalyst for pushing the boundaries of existing learning practice relevant in all disciplines.  **How will your project enhance learning outcomes?**  The project will empower learners (irrespective of teaching/student role) to take control of their personal learning network and to become more effective self-determined learners. It will increase digital capability for participants who will in turn act as digital champions for their peers through their community of practice. Mastering the potential for professional use of social media and open, connected practice can be fundamental in increasing our impact as researchers and academics. Participants in the project will learn how to manage their professional online identity, earning open badges in recognition of their skills development as they grow in confidence as open agents in the digital domain.  **How will your project optimise the student experience?**  The project builds upon the findings from our WIHEA funded SMLC project, “[Learning and teaching in the Digital age](http://www.slideshare.net/teresamac/wihea-student-engagement-project-poster)” which revealed the benefit to students of opportunities to explore and question behaviour in online spaces. Student participants are full partners in this activity, adopting a heutagogical approach to their experiences as they help to co-create a course, which will be available as an OER.  **How will you support the development of the students in the project team, what is the benefit to them?**  The methodology employed in the previous successful WIHEA student experience project will be extended. All will have access to a set of google documents and online spaces (moodle course, mahara group) including the project plan and supporting links as well as periodic face to face meetings. The existing shared mahara group from our previous WIHEA student experience project will be continued as a reflective space and curation tool and our Blackboard Collaborate Ultra tool will be used to facilitate interviews and interaction at a distance. Open badges will be available to recognise digital skill development.  **How will this project provide a development opportunity for staff and how many staff will benefit?**  Professional development through the creation of a Personal Learning Network is increasingly seen as of benefit to those in teaching and research roles (Beetham, 2015; McPherson et al., 2015; Purvis et al., 2015). There are many networks which work openly through social media to extend opportunities for academic discussion and digital skills support at a distance such as [#LTHEchat](https://lthechat.com/) and [#BYOD4L](https://byod4learning.wordpress.com/) which the project will connect to, providing a bridge to access for staff who have not yet connected. Many staff are confused by the logistics of open practice such as how to use Creative Commons licensing and find copyright confusing, many more are unwilling to invest time in the location of OERs which could potentially provide timesaving opportunities. As the lead is also co-chair of the [ALT Open Education SIG](https://altc.alt.ac.uk/oesig/) which provides regular webinars related to open education, we will be well placed to signpost and disseminate the pragmatic advantages of open practice. The project will help staff connect with wider practice outside Warwick, bringing new perspectives to bear which will stimulate discussion and help to clarify our development needs. As much of the project activity takes place in the open, the extent of the impact on staff development is far greater than a traditional closed resource such as face to face sessions behind closed doors.  Numbers of staff - extensive networks of staff participants through each Centre and service involved including teaching fellows, WIHEA network, LDC, Library, careers and skills.  Lead: named by Jisc as one of the [UK’s top 50 social media influencers](https://www.jisc.ac.uk/blog/uk-higher-education-social-media-influencers-named-05-oct-2015) an established open education practitioner, chair of the EuroCALL Computer-mediated communication SIG and co-creator of the #Clavier network, an established online intercultural exchange (OIE).  **How do you plan to evaluate your project on completion?**  Evaluation will have both quantitative and qualitative measures and will be deployed during the project to help the project lead enact an action research design. The impact of digital outputs such as curated open resources will be quantified using view statistics and network visualisation techniques to reveal the extent and number of connections made.  The resultant course resources will be shared openly and we will collect feedback and download statistics for the template and resources for analysis.  Pre- and post- project questionnaires for participants will capture their experiences. Semi-structured interviews through focus groups and stakeholders during the project will enable the collection of feedback to inform project outputs during its activity.  The use of open badges will enable participants to enhance their digital CV and they will be supported in getting feedback from employers through LinkedIn. These employee stakeholders will also be approached for their input on the validity and interest in our open badge digital competency recognition.  **References:**  Bologna Open Recognition Declaration <http://www.openrecognition.org/bord/>  Connectivism <http://www.itdl.org/journal/jan_05/article01.htm>  Beetham, H. (2015) <https://www.jisc.ac.uk/blog/thriving-in-a-connected-age-digital-capability-and-digital-wellbeing-25-jun-2015>  Bradley, R and Vigmo, S.(2016). Pedagogical framing of OER- The case of language teaching. In **Open Praxis**, vol. 8 issue 4, October–December 2016, pp. 283–295  Czieniewicz, L. (2016) <https://www.academia.edu/30143481/MOOC_making_and_Open_Educational_Practices> McPherson, M et al., (2015) New practices in doing academic development: Twitter as an informal learning space <http://www.tandfonline.com/doi/full/10.1080/1360144X.2015.1029485> Purvis, A et al, (2015) <https://www.academia.edu/30586750/Experiences_of_Social_Media_in_Higher_Education_Barriers_Enablers_and_Next_Steps>  Terrell, K. (2014) Discoverability strategies for Open Educational Resources <https://kellyaterrell.wordpress.com/thesis-oer/abstract/>  Weller, M. (2011). *The Digital Scholar: How Technology Is Transforming Scholarly Practice*. London: Bloomsbury Academic. Retrieved January 11, 2017, from http://dx.doi.org/10.5040/9781849666275 | | | | | |
| **Measureable Targets & Timescales:**  (Please list project milestones and measurable targets (outcomes or outputs)and estimated dates of completion) | | | | | |
| Project set up and launch - by end January 2017  Project plans and participants interests confirmed by mid Feb 2017 on google spreadsheet  Project badge schema in place, first open practice badges available for participants March 2017, piloting of resources by project networks.  Dissemination of open practice badges for teaching through OER17 (lead has a paper accepted) /Open Ed sig April 2017  Reflections and findings made available through Mahara group for discussions and agreement for course design during May 2017  Dissemination and launch of MOOC course June 1st 2017 | | | | | |
| **Sustainability:** | | | | | |
| **What will be the legacy of the project?**  The project will produce a Moodle based course for open practice which will be creative commons licenced allowing others to use it as a template for further iterations or discipline specific courses. It will also connect with other professional development opportunities and open practice networks in order to support more sustainable ways of increasing learning and teaching development opportunities.  The project will work to establish models of sustainable teaching which will support financially efficient professional development and innovation through technology enhanced learning.  **How can the outcomes of the project be embedded and sustained in the University?**  As the project will be supported by WIHEA and will involve staff and students from a range of areas of activity we intend to use this network to share the findings of the project and to connect with the wider interest in technology enhanced learning across the institution through the existing networks such as Teaching Fellows Forum and Moodle Users group.  **What contribution will you make to the WIHEA Repository?**  An open moodle course template under CC license.  A self-access course in Open practice for the digital age.  A set of open badges to recognise effective open practice for professional scholarship in the digital age.  Curated resources in the form of shared mahara collections including the analysis of our pilot activity and a showcase set of video and poster resources.  Workshop dissemination champions will provide resources to support hands on opportunities for staff and students as required.  **How might the outcomes be disseminated more widely outside of the university?**  The project will use the lead’s significant TEL and disciplinary networks (Association for Learning Technology, Eurocall, Open Education SIG) and social media presence to disseminate and report on the outcomes beyond Warwick as well as participants’ own networks within Warwick such as Library projects, and shared events across the centres involved. | | | | | |
| **Project Budget:** | | | | | |
| **Please give a detailed breakdown of all costs associated with the project, with estimated dates when expenditure will be incurred and any resource implications for your department.**  **Include the number of staff and students and the number of days that each will spend on the project.**  student time - 100 hours x £12.55 per hour = £1,255 (student pay per hour = £10. 28  staff replacement time - £600 (based on average £20 per hour to contribute to project expenses)  graphic design for open badges and dissemination materials (warwick print) - £1,000  contribution towards expenditure incurred by travel/conference fees/hospitality for dissemination £,1000  Total requested: £3,855  SMLC contribution:  The activity will be supported through the Languages@Warwick moodle/mahara platform which is funded until the end of June 2017 by SMLC. Additional staff time including technical and administrative support will be provided by SMLC. | | | | | |
| **Additional Support/Information:** | | | | | |
| **What support do you need?** (How might WIHEA or other areas of the university provide additional help to support you in delivering this project?)  The support of WIHEA as a critical friend and a network for disseminating our outputs will be important. The administrative support of WIHEA is also valued. | | | | | |
| **Other Information:**  Student participant:  Grace Bend [G.Bend@warwick.ac.uk](mailto:G.Bend@warwick.ac.uk) SMLC Three language degree Y2 | | | | | |
| **Signature of Project Lead:** | | | | | |
| **Signature:  Name:** (please print) Teresa MacKinnon  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date:**  **\_\_\_12/01/17\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Approval by Head of Department/Director of Centre for Project Lead:** | | | | | |
| **Comments:** (optional)  **Signature: (to follow) Name: Alison Ribeiro de Menezes**  **Date:**  **\_\_\_\_16.01.2017\_\_\_** | | | | | |
| ***Please email completed proposal forms to*** [WIHEA@warwick.ac.uk](mailto:WIHEA@warwick.ac.uk)  ***by mid-day Friday, 13 January 2017 with Head of Department/Director of Centre’s approval.*** | | | | | |

1. <http://www.icde.org/> [↑](#footnote-ref-1)
2. [Beetham, H., Falconer, I., McGill, L. and Littlejohn, A. (2012). "Open practices: briefing paper". JISC](https://oersynth.pbworks.com/w/page/51668352/OpenPracticesBriefing). [↑](#footnote-ref-2)