Cover Sheet for Bids	
Programme: UKOER Phase 3	
Name of and number of strand: Strand 1 PG Cert Development	
Name of Lead Institution: Oxford Brookes University	
Name of Proposed Project: Open Line	
Name(s) of Project Partners(s) Jenny Mackness (except commercial sector – see below)	
This project involves one or more commercial sector partners **NO** (delete as appropriate)	**Name(s) of any commercial partner company (ies)**
Full Contact Details for Primary Contact: **Name: George Roberts** **Position: Senior Lecturer, Educational Development** **Email: groberts@brookes.ac.uk** **Tel: 01865 485677 M: 07711 698465** **Address: OCSLD, Wheatley Campus, Oxford Brookes University, OX33 1HX**	

Length of Project: 5 Months	
Project Start Date: February 2012	**Project End Date:** 1 July 2012

Total Funding Requested:	
Funding requested from programme broken down across Financial Years (April-Mar)	

April 11 – March 12	**April 12 – March 13**
£8,000	£12,000

Total Institutional Contributions:	£3,527	

Outline Project Description
The Open Line project will develop, run and evaluate a key component of the Oxford Brookes New Lecturers Programme (PCTHE) as an OOC/MOOC in June 2012 ("First Steps into Teaching"). This OOC/MOOC will contribute to embedding Open Academic Practice in institutions through producing re-usable learning designs and exploiting reusable content. Participants in the current instance of the PCTHE will tackle OER issues as a topic for their PCTHE discipline specific investigations through evaluating the "First Steps" OOC/MOOC as a part of their assessment scheme for the PCTHE.

I have looked at the example FOI form at Appendix A and included an FOI form in this bid	**YES** (delete as appropriate)
I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B	**YES** (delete as appropriate)
For FE institutions only: Please tick this box if you are an FE institution in England, please tick this box to confirm that you meet the eligibility requirement of teaching HE to more than 400 FTE	☐

Open Line

The "First Steps Into Teaching" (Massively) Open Online Course (OOC/MOOC):

An introduction to open academic practice in educational development

A. Appropriateness and fit to programme objectives

1. The Open Line project will engage participants on a key component of Oxford Brookes University's New Lecturers Programme in open academic practice through the design, development, participation in and evaluation of an instance of "First Steps into Teaching" as an open online course (OOC) to be run in June 2012. "First Steps into Teaching" is (http://bit.ly/BrookesFirstSteps), targeted at new lecturers and postgraduate students who teach. The First Steps course is an element of the Oxford Centre for Staff and Learning Development's (OCSLD) HEA accredited Post Graduate Certificate in Teaching in Higher Education (PCTHE). Building on OCSLD's experience of running courses for a national and international audience, the Open Line First Steps OOC/MOOC will be offered free to the global academic community.

2. This instance of "First Steps into Teaching" will be run under principles of a massively open online course (see: MOOC Guide https://sites.google.com/site/themoocguide/). Engagement in the Open Line, First Steps OOC/MOOC will require participants to adopt open academic practice and suitable open educational resources (OER) for initial professional development as teachers in higher education and to engage with issues around their use and reuse. The Open Line project promotes open academic practice beyond the resource-based discourses of OERs. We believe that open academic practice is an element of best academic practice. If we want lecturers and institutions to be among the world's leading universities, we must adopt open academic practices on an open academic platform.

3. The Open Line project is a response to high demand for a long-standing and popular course, which cannot meet demand in the traditional format owing to issues of scalability and resourcing: including space and time. The project improves the flexibility and accessibility of the OCSLD New Lecturers Programme by exploiting different modes of delivery and promoting a dialogic approach to professional development. This project will deliver to the sector a model for other higher education institutions to identify and exploit alternative routes to supporting time-poor early career academics with their professional development.

B. Overall value to the HEA/JISC community

4. The Open Line project will create an "open line" to Oxford Brookes University's PCTHE for academic staff not only at Brookes but around the world. The Open Line project will:

- Use and promote existing PCTHE course material, which has been transferred to the University's RADAR repository OER collection,
- Use and promote open educational content developed by other initiatives, drawing on the experience and resources of the JISC/HEA OMAC project; the EDOR project; OPAL, SCORE and others.
- Exemplify and model open academic practice for Educational Development through a (massive) open online course (MOOC); this will create an "open line" to educational development opportunities at one university and through that open line, to wider opportunities and OERs in the global academic community,
- Develop sustainable teaching practices in the PCTHE through the trialling, and later adoption of OOC/MOOC elements into the PCTHE and more widely,
- Introduce staff new to the PG Cert at Oxford Brookes to professional development through open academic practice and OERs.

5. The wider outcome of the Open Line project will be stimulating discussion around the change of culture needed for the adoption of OERs and Open Academic Practice in higher education institutions. This will be evidenced in the embedding of Open Academic Practice in Educational Development in local institutional processes as well as wider academic life. The Open Line project will:
- Enhance the availability of discoverable and reusable open academic content at Brookes and more widely that can be easily re-purposed,
- Create matching records for PG Cert Course materials within the Jorum repository,
- Lead to further understanding of the issues raised by open academic practice and open content in further and higher education and possible approaches to addressing these,
- Make a particular contribution to the question of appropriate approaches to assessment, validation and institutional credentialing within a framework of Open Academic Practice.

6. Outputs of the project, including reports, will, where possible and permissible, be considered Free Cultural Works (http://freedomdefined.org/Definition) and will be made available under a suitable Creative Commons licenses allowing for reuse and re-purposing. Except where otherwise noted, this work will be released under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.

C. Proposal and work plan

Ci. Aim

7. The aim of the Open Line project is to enable, facilitate and support the development of open academic practice at Oxford Brookes University within and through the Post Graduate Certificate in Teaching in Higher Education (PCTHE) and to embed such practices in the institution and wider community networks. Such practices are exemplified by the OOC/MOOC approach. This project also takes advantage of the Oxford Centre for Staff and Learning Development's (OCSLD) position as an international provider of online educational development to promote open academic practices in the sector more widely.

Cii. Context

8. Oxford Brookes University is in the midst of a wide ranging institutional change programme focused around learner engagement, which provides an ideal climate in which to develop and run an element of our PCTHE as an OOC/MOOC. The programme involves:
- New physical infrastructure (Space to Think http://www.brookes.ac.uk/spacetothink),

- New institutional organisation structure
  (http://www.brookes.ac.uk/about/strategy/faculties),
- And a curriculum transformation programme framed in the Strategy for Enhancing the
  Student Experience (SESE http://www.brookes.ac.uk/services/ocsld/sese/), which
  adopts two key conceptual frameworks for understanding and engaging in university
  education:
    o Graduate Attributes (https://wiki.brookes.ac.uk/display/GAA/Home)
    o Assessment Compact (http://www.brookes.ac.uk/aske/BrookesACompact/).

9. Last year the university adopted digital and information literacy as one of the five graduate
attributes. The definition of digital literacy builds directly on the JISC and LLiDA and SLiDA
projects. The Open Line project directly supports the University embedding of digital literacy in
the curriculum. Digital literacy is:

> The functional access, skills and practices necessary to become a confident, agile
> adopter of a range of technologies for personal, academic and professional use. To be
> able to use appropriate technology to search for high-quality information; critically to
> evaluate and engage with the information obtained; reflect on and record learning, and
> professional and personal development; and engage productively in relevant online
> communities. (https://wiki.brookes.ac.uk/display/GAA/Digital+and+Information+Literacy).

10. IT Infrastructure is rapidly evolving. Last year Brookes adopted Google Apps for Education
for email and calendar. The use of Google Docs and Sites for information sharing and
distributed collaboration is consequently expanding rapidly. Next year (2012-13), the University
is replacing the VLE (Blackboard) with the open source Moodle and Mahara platform. In
preparation for this move staff are being encouraged to move their materials into the RADAR
repository http://bit.ly/t3r9Gv, from where they can be linked from Moodle.

11. Oxford Brookes University has made a commitment to open educational resources through
the establishment of the RADAR repository This was initially funded by the JISC CIRCLE
project (http://www.jisc.ac.uk/whatwedo/programmes/reppres/sue/circle.aspx) and has since
been adopted by the University as its repository for both research outputs and - crucially -
teaching resources. Resources in RADAR are grouped into "collections". It's interesting that the
majority of teaching resources are now in open collections, partly as it gets over the problems
with authentication. The only closed collection is our "Teaching Collection" for licensed materials
used in the VLE. Given enough support, we can see more and more materials moving into the
open. The Open Line project will support this trend.

12. OCSLD has created a collection of open teaching resources within the OER section of
RADAR (http://bit.ly/t3r9Gv), confirming our commitment to the release and reuse of our
materials within the educational development community. We are in the process of migrating all
permissible Brookes' PCTHE teaching materials from the (closed) VLE to the OCSLD OER
teaching collection in RADAR. The Open Line project will extend our promotion of open
practices beyond contributing to the "content commons", to other ways in which we can model
how higher education is engaging with a wider open online culture.

13. OCSLD has enhanced several of its public programmes with open elements. A short series
of Webinars, "Online Identity", "Digital Literacy" and "Communities of Practice in HE" were run
on the BrookesBlogs WordPress platform and the archives of these are open
(http://openbrookes.net/digident/, http://openbrookes.net/digilit/,
http://openbrookes.net/copsinhe/). One of our four-week online short courses, "Extending your
online course" (#eyolc), has already run with many open elements and some MOOC principles
(https://sites.google.com/a/brookes.ac.uk/extending-your-on-line-course/home).

14. Oxford Brookes University has a track record in community-based support models for staff developed from our support and synthesis projects on JISC Learner Experience, Digital Literacies, Institutional Innovation and Users and Innovation programmes. The development of MOOCs for HE lecturer development is a unique opportunity to bring together open educational practices with expertise in facilitating online communities. Our contribution to the JISC RIPPLE project (http://openspires.oucs.ox.ac.uk/ripple/) was to describe community-led resources as a characteristic feature of the Brookes approach to OER. The community-led use of OERs not only increased the number of resources and broadened their perspective but also opened up academic practice.

15. This institutional climate presents a unique opportunity to introduce Open Academic Practices, open online courses, and OERs into the Educational Development curriculum.

Ciii. Underlying pedagogic principles

16. The pedagogic principles underlying our understanding of open academic practice, which will be developed in the Open Line project are founded on authentic, dialogic, personal and professional development and include:
- Distributed collaboration: local and wide-area,
- Social citation,
- Synchronous and asynchronous online discussion around open multimedia content,
- Mobile (nomadic) learning,
- Widening access and social/global justice,
- A pedagogy based on modelling practice in professional communities.

17. This project will enable us to promote and extend open practices already running in the PCTHE to newer lecturers in the institution and to the educational development and teaching communities more widely:
- Wiki annotated bibliography,
- Assessment through a virtual onine conference,
- Distributed multi-disciplinary learning sets with collaborative groupwork.

18. The PCTHE is aligned with the UK PSF and this OOC/MOOC will be recognised towards the PCTHE. Without prejudice to the detail to be worked out, there will be a route through the MOOC that will enable recognition of 50 hours of learning towards the 20 credit (200 hour) module "Learning and Teaching in Higher Education" (P70405) for those who desire. The OOC/MOOC will be framed around the UK PSF Areas of Activity and Core Knowledge, with particularly concern for:
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme,
- K4 The use and value of appropriate learning technologies,
and is explicitly aligned with the UK PSF Professional Values, particularly:
- V3 The use of evidence-informed approaches and the outcomes from research, scholarship and continuing professional development,
- V4 Acknowledging the wider context in which higher education operates and recognising the implications for professional practice.

Civ. MOOC principles

19. Massive open online courses (http://en.wikipedia.org/wiki/Massive_open_online_course) are a recent innovation in educational development and have attracted great interest in the Learning Technology sphere of the wider Educational Development community. A MOOC is by itself a "non-defined pedagogical format to organize learning/teaching/training on a specific topic in a more informal collaborative way" (MOOC Guide). The principles of a MOOC are: Aggregation, Remixing, Re-purposing, Feeding forward

20. Through MOOCs the wider possibilities of education in the digital age are being explored. That is, at the moment, we argue it would be remiss of us not to explore educational development through the perspective of a MOOC. As Stephen Downes has observed, digital literacy is as fundamental as – and yet is distinct from – the literacy of the printed word:

> The internet has introduced us to a world in which we can communicate with each other in a wide variety of media. Where formally we could only talk and sing to each other, now we can create videos, author animations, link to videos and images and cartoons, and more, mix and match these in a complex open-ended vocabulary. What it means to be literate in such an information age is fundamentally distinct from the literacy of the 3Rs, and teaching new literacy an evolving challenge for those of us still struggling to learn it (Downes, 2009, http://www.downes.ca/presentation/232).

Cv. Deliverables

21. The Open Line project will:
- Develop, run and evaluate a key component of the Brookes New Lecturers Programme as an open online course OOC/MOOC in June 2012
  - This OOC/MOOC will feed into the development of Open Academic Practice in the Oxford Brookes University PCTHE, and wider PG Cert and ed dev communities, with exemplar reusable content and re-usable learning designs, such as:
    - Online group work in Learning Sets; Social citation for resource sharing (activity 1 in the PCTHE and Associate Teachers' course); Audiographics for discussion and light-weight lecture capture; Wide-scale nomadic video and audio sharing
- Support a pilot implementations of OERs and Open Educational Practices in the Faculty of Health and Life Sciences for intrinsic purposes as well as to inform and illustrate the adoption of OERs and Open Educational Practices into the Brookes PCTHE
  - PG Module in Evidence Based Practice, using of social citation for "Journal Club" Learning activities & development of graduate attributes in selected discipline curricula
- Disseminate the results of the project as widely as possible including through: Conferences, Academic papers, Social media

22. A key deliverable of this project will be the dissemination of results. Research questions will be refined through the project and much of the teaching will be through an open inquiry approach, embedding research practice into the curriculum. The project is fundamentally an inquiry into the widest possibilities of educational development.:
- What are the opportunities and risks of taking an open academic practice approach to educational development?
- Where are the boundaries between open education principles and institutional pragmatics with respect to assessment and credentialing?
- What aspects of learning and teaching can be taught and learned effectively through an open academic approach, and – as importantly – what, if anything, can't?

Cvi. Timetable

23. Milestones are indicated with asterisks.

Months	Feb				Mar				April					May					June			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Inception Phase																						
Finalise op plan	█	█																				
Agree promo plan			█																			
Licensing protocol			█	█																		
Align w/ dev'ments			█	█																		
Identify reusables			█	█																		
Sketch platform				*																		
Design Phase																						
Pedagogical design					█	█	*															
Platform elements					█	█	█	█	█	█	*											
Final resource set					█	█	█	█	█	█	█	█	█									
Promotion								█	█	█	█					█	█	█				
Development Phase																						
Implement tools							█	█	█	█	█	█	█	*								
Integrate resources									█	█	█	█	█	█	█	*	█	█				
Pilot elements													█	█	█	*						
Delivery Phase																						
Enrol participants									█	█	█	█	█	█	█	█	█	█				
Induction																	█	*				
Run OOC/MOOC																			█	█	█	*
Evaluation and reporting Phase																						
Evaluation plan	█	█	█	*																		
Research Qs			█	█	█	█	█	█	█	█	*									█	*	
Sustained inquiries					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Project reporting																					█	*
Research paper																					█	█

Cvii. Technologies

24. Technologies to be used and explored include:
- RADAR Repository built on Equella technology
- Jorum Repository
- Moodle and Mahara for discussions, content hosting, personal learning spaces
- Google Apps for Education for content development and display
  - Docs, Groups, Sites
- WordPress for blogging
- Wikis
  - Brookes Wiki built on Confluence
  - PB Works
- Twitter and a Twitter aggregator for hash tags
- Blackboard Collaborate for lecture capture and audiographic discussion
- Articulate presenter for lecture capture
- Articulate studio for creation of distinct learning packages
- Wide scale audio sharing (Audioboo or similar)
- Wide scale video sharing (Latakoo, Vimeo, YouTube and similar)

Cix. Project team

25. The project team are all experienced Educational Developers and online educators with extensive experience of JISC and HEA projects as well as MOOCs.
   - **George Roberts**, OCSLD (Principal Investigator, project manager, developer-tutor) Oxford Centre for Staff and Learning Development (OCSLD). Previous MOOC participant, experienced in running courses with MOOC-like features;
   - **Marion Waite**, Faculty of Health and Life Sciences (FHLS) (Co-Investigator, developer-tutor), was a participant in the Ripple Project, an output of which was the open "taster teaching collection" for prospective learners in the Health and Life Sciences MSc in Nursing Studies, who are provided with OERs to preview the expectations of PG study and evidence the credibility of those who will teach them. http://www.brookes.ac.uk/studying/courses/postgraduate/2012/nursing. Marion participated in #eyolc and is a course tutor on the PCTHE.
   - **Jenny Mackness**, external (developer-tutor, researcher), İs an online education consultant with extensive experience of online facilitation, development of online courses and resources, and participation in a number of MOOCs, which has led to the publication of associated research (see references).
   - **Steve Burholt**, Media Workshop (repository advice)
   - OCSLD Learning Technologist (new post currently recruiting)
   - **Fiona Smith**, Administration lead
   - **Caroline Coultas** finance control

Cx. Project management arrangements

26. The project will be managed by the OCSLD New Lecturers programme team, headed by George Roberts. As this is a short project, steering will be through regular the OCSLD Developers Group chaired by Rhona Sharpe. Relevant parts of the minutes of these meetings will be made available to HEA Programme managers as stage reports for the project. Formal project notes will be issued at each milestone.

27. In any event, in line with the principles of open academic practice, the project will be developed in the public eye, and will be visible from inception through blogs, tweets, Google+ and other social media channels.

Cxi. Risks

28. The adoption of Open Academic Practice and OERs is constrained by many factors, including:
   - Professional reticence: persuading other teachers that they have something worth sharing with the outside world and that it can yield benefits;
   - Institutional structures: getting inter disciplinary/faculty and admin groups within institutions to work together to achieve outputs;
   - Social dynamics: optimum group sizes for conversation; "bounded openness" (http://elgg.jiscemerge.org.uk/george/weblog/1308.html);
   - Economics and finance: the need to earn a living; institutional policy obligations; GATS, globalisation and privatisation; credit and credentialing costs and fees, etc.;
   - Unequal IPR practices: it is not always clear where the responsibility (or accountability) for publishing open resources lies, i.e. who pushes the release button?

29. Navigating these constraints is a challenge, and is reflected in particular project risks, below. Risks will be monitored and the risk table updated at Inception and at each milestone.

Risk	Risk	Impact	Total	Mitigation
Delay in recruiting learning technologist.	4	3	12	Learning technologist recruitment is not part of this project. The process is under way. But, delay would have an adverse effect. In this event, we propose to draw on colleagues in the wider OCSLD and Faculty of Health and Life Sciences networks of consultants, who have supported similar projects.
Moodle platform development delay	4	2	8	Available Moodle in the Open Brookes site; other open Moodles, dedication of OCSLD learning technologist.
Massive participant engagement: platform and tutor capacity	2	4	8	While much of the platform will be public web services, crucial components for threaded discussions are intended to be run in our Moodle environment. Early attention to both the pedagogical and technical design will be key mitigating factors. We have been characterising this course as an OOC/MOOC because we are as yet not certain what scale we can handle. The Open Line "First Steps" course will at least be open to all. But, we reserve the right to cap numbers
Delay in repurposing & transferring resources to OER collection: metadata, granularity, IPR/ copyright checks, version control & licensing.	3	2	6	In practice the operation of the OOC/MOOC is not dependent on the presence of content in RADAR. The content elements of the PCTHE relevant to this project will be prioritised. The content elements of this project are early stage elements of the PCTHE and will be among the first to be migrated.
Low participant engagement: poor promotion, recruitment, retention	3	2	6	Developing the programme in the public eye, OCSLD's position as a leading Ed Dev unit and team members' participation and presence in OOC/MOOC networks will ensure interest in HEA/JISC, ed dev and wider OER networks.

Cxii. Sustainability

30. The sustainability approach for the adoption of open academic practices in the educational development curriculum is to adopt an MIT-like value-added, indirect benefit model exemplified by the recently announced MITx programme. This is a approach encouraged by the OERu movement "... to augment and add value to traditional delivery systems in post-secondary education" (http://wikieducator.org/OER_university/Home). MIT is convinced this approach not only benefits the wider world but also:

MIT expects that this learning platform will enhance the educational experience of its on-campus students, offering them online tools that supplement and enrich their classroom and laboratory experiences. (http://web.mit.edu/newsoffice/2011/mitx-education-initiative-1219.html)

Cxiii. Dissemination and Engagement with the community

31. Once the project starts, the project team members will be throwing our hats into lots of rings: blogging, tweets, possibly a public wiki - where we openly discuss how we are working and developing the course - recording our thinking as we go along - this would serve as promotion for the MOOC as well as a means of receiving development feedback.

32. The OOC/MOOC approach is itself a key element of the dissemination strategy. We will engage in the wider MOOC and PLN networks, open educational resource development networks, JIDC, SEDA, ALT, OCSLD and international Educational Development networks for the purpose of recruiting participants to, promoting and disseminating the results of the project.

33. We will blog the story of the OOC/MOOC, write newsletter articles for the *ALT Online Newsletter* (ALT-N), SEDA *Educational Developments* and others, engage in JISCMail lists (OER-DISCUSS, OER4EDDEV), and offer sessions to key conferences including the HEA Conference, JISC Conference and the JISC E-learning Online Conference.

34. We will write and submit research papers for publication to:
- *Innovations in Education and Teaching International* (IETI)
- *International Journal for Educational Development* (IJAD)
- *Research in Learning Technology* (ALT-J).
- Others on advice.

D. Budget

35. The Open Line project budget

Directly Incurred Staff	April 11– March 12	April 12– March 13	TOTAL £
Admin support, 5 days	£309	£464	£773
Developer Tutor (JM)	£2013	£3020	£5033
Total Directly Incurred Staff (A)	**£2322**	**£3484**	**£5806**
Non-Staff	**April 11– March 12**	**April 12– March 13**	**TOTAL £**
Travel for JM	£151	£151	£302
Total Directly Incurred Non-Staff (B)	**£151**	**£151**	**£302**
Directly Incurred Total (C) (A+B=C)	**£2473**	**£3635**	**£6108**
Directly Allocated	**April 11– March 12**	**April 12– March 13**	**TOTAL £**
George Roberts (PI)	£1500	£2249	£3749
Marion Waite (Co-I)	£1404	£2107	£3511
Learning Technologist	£1313	£1970	£3283
Estates	£338	£508	£846
Directly Allocated Total (D)	**£4555**	**£6834**	**£11389**
Indirect Costs (E)	**£2412**	**£3618**	**£6030**
Total Project Cost (C+D+E)	**£9440**	**£14087**	**£23527**
Amount Requested from Programme	**£8000**	**£12000**	**£20000**
Institutional Contributions	**£1410**	**£2117**	**£3527**
Percentage Contributions over the life of the project	**Programme 85 %**	**Partners 15 %**	**Total 100%**
No. FTEs used to calculate indirect and estates charges, and staff included	**No FTEs 0.3**	**Which Staff George Roberts, Marion Waite**	

E. References

36. All documents accessed 19/20 December 2011

Ei. OER and Open Academic Practice Touchstones

37. In developing the Open Line project we have built on what has been learnt and are guided and informed by key touchstones and reference points.

- Campbell, Lorna, 2009, Metadata Guidelines for the OER Programme
- CETIS OER guidance http://wiki.cetis.ac.uk/Open_Educational_Resources
- Guthrie, K, Griffiths, R & Nancy, M, 2008. Sustainability and Revenue Models for Online Academic Resources. An Ithaka Report, http://bit.ly/txV09T
- JISC OER infokit http://bit.ly/oerinfokit
- OER university: a virtual collaboration of institutions committed to creating flexible pathways for OER learners to gain formal academic credit. (http://wikieducator.org/OER_university/Home)
- OMAC http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer2/OMAC.aspx
- Open University SCORE project http://www8.open.ac.uk/score/
- Programme for online teaching http://mccpot.org/wp/
- UNESCO Guidelines for OER in Higher Education (http://oerworkshop.weebly.com/guidelines-for-oer-in-higher-education.html)

Eii. OERs for PG Certs

38. In addition to general guidance above, we are informed by PG Cert materials discoverable via Jorum (http://dspace.jorum.ac.uk/xmlui), and other searches particularly:

- Open University, OpenLearn, LabSpace, Learning and teaching in higher education, http://labspace.open.ac.uk/course/view.php?id=5760
- Skinner, H, 2011, CPD Templates to support the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning, University of Glamorgan, glm:230511:000hs http://dspace.jorum.ac.uk/xmlui/handle/123456789/15565
- UCL, 2011, CPD4HE Open educational resources to support professional development of HE teaching staff. http://www.ucl.ac.uk/calt/cpd4he/resources
- University of Leicester, 2010, Introduction for Lecturers New to Teaching in Higher Education. UKOER Course Pack http://www2.le.ac.uk/projects/oer/oers/staffdev/introduction-for-lecturers-new-to-teaching-in-higher-education

Eiii. MOOCs (39)

- Change MOOC (http://change.mooc.ca/index.html)
- Downes, S, 2009, "Speaking in Lolcats: What Literacy Means in teh Digital Era" (http://www.downes.ca/presentation/232)
- Mackness, J., Mak, Sui, Fai, J. & Williams, R. (2010). The Ideals and Reality of Participating in a MOOC. In *Networked Learning Conference, Aarlborg* (pp. 266-274). Retrieved from http://www.lancs.ac.uk/fss/organisations/netlc/past/nlc2010/abstracts/Mackness.html
- MOOC Guide (http://moocguide.wikispaces.com/0.+Home+Intro+to+MOOC)
- The MOOC Guide (https://sites.google.com/site/themoocguide/)
- Siemens, G, 2011, "This will be fun" the mother of all MOOCs" (http://www.elearnspace.org/blog/2011/05/19/this-will-be-fun-mother-of-all-moocs/)