

JISC DEVELOPMENT PROGRAMMES

Project Document Cover Sheet

CD-LOR Progress Report 3, to 31 January 2007

Project

Project Acronym	CD-LOR	Project ID	
Project Title	Community Dimensions of Learning Object Repositories		
Start Date	1 June 2005	End Date	31 May 2007
Lead Institution	Glasgow Caledonian University (previously University of Dundee)		
Project Director	Prof. Allison Littlejohn		
Project Manager & contact details	Colin Milligan Centre for Academic Practice and Learning Enhancement University of Strathclyde, 50 George Street, Glasgow G1 1QE Tel.: +44 (0)141 548 4573 Fax: +44 (0)141 553 2053 E-mail: colin.milligan@strath.ac.uk		
Partner Institutions	University of Strathclyde and Intrallect Ltd.		
Project Web URL	http://www.academy.gcal.ac.uk/cd-lor/		
Programme Name (and number)	Digital Repositories (03/05)		
Programme Manager	Neil Jacobs		

Document

Document Title	Progress Report – Public Version		
Reporting Period	1 August 2006 to 31 January 2007		
Author(s) & project role	Colin Milligan, Project Manager.		
Date		Filename	CDLOR_Progress_Report_31Jan07_v1p0_public.pdf
URL	http://www.academy.gcal.ac.uk/cd-lor/CDLOR_Progress_Report_31Jan07_v1p0_public.pdf		
Access	<input type="checkbox"/> Project and JISC internal	<input checked="" type="checkbox"/> General dissemination	

Document History

Version	Date	Comments
v0.1	15 Jan 07	First draft for CD-LOR Team feedback. Not entirely complete.
v0.2 – v0.4		Ongoing additions from CDM
v0.5	29 Jan. 07	First release to team for feedback and contributions.
V0.6	31 Jan 07	Incorporating feedback from AM and PD, and now with specific questions to address.
V0.7	1 Feb 2007	Final comment before sending to JISC/NJ
V0.8	19 Feb 2007	Completed reference to final use cases.
V1.0	21 Feb 2007	Completed version at 1.0, public version created.

JISC Progress Report Template

Overview of Project

1. Grant Statement

A new consortium agreement reflecting the change in lead institution (necessitated by the transfer of staff from the University of Dundee to Glasgow Caledonian University) has been signed and is in place. Aside from the change of lead institution, the CD-LOR project is being conducted under the terms agreed with JISC in the letter of grant and the JISC Terms and Conditions

2. Aims and Objectives

The overall aims of the project remain unchanged. Changes to Objectives 1, 5 and 6 noted in the previous Progress Report have been incorporated into our Project Plan.

3. Overall Approach

Aside from the changes noted in the previous Progress Report (reflecting the amended project objectives), the overall approach adopted by the project has been as stated in the original proposal (see Section 'Overall Approach and Methodology').

4. Project Outputs

Since the last Progress Report, the following progress has been made with project outputs. Outputs are listed by Workpackage number. Some of the outputs listed here were available at the last Progress Report, but due to the move between the University of Dundee and Glasgow Caledonian University, their web location has changed.

Work Package	Output	Due date	Status
WP1.2	Project Plan	31.07.05	Version 2.2 of the Project Plan, reflecting the changes agreed in Summer 2006, and incorporating a new Consortium Agreement has been finalised and a public version placed on the project web site.
WP1.3	Consortium Agreement	30.06.05	A new Consortium Agreement (reflecting the change in lead institution from University of Dundee to Glasgow Caledonian University) was agreed in this period and signed in November 2006.
WP1.6	Project Manager in post	1.08.05	This output was complete in Progress Report 1. The original Project Manager resigned effective 18 August 2006; replaced by a new Project Manager who started on 15 September 2006.
WP1.7	Project website; JISC web page	None noted in plan.	This output was complete at Progress Report 1. The move of lead institution from University of Dundee to Glasgow Caledonian University has necessitated the transfer of the site to a new location and URL: http://www.academy.gcal.ac.uk/cd-lor/ This transfer was completed in November 2006
WP3.1	Final Typology Report	28.02.06	This output was complete at Progress Report 2. The final report is available at: http://www.academy.gal.ac.uk/CDLORdeliverable1_learningcommunitiesreport.doc
WP3.2	Use cases	28.02.06	This output was complete at Progress Report 2. The full list of use cases is available at: http://www.academy.gcal.ac.uk/projects/CD-LOR/CD-LOR-scenarios-final.doc
WP4.2	Develop and Implement new LO Repository Services	30.09.06	The technical partner has produced and implemented code to allow web-based public search. Code has been written using established protocols (SRU) and is designed to be portable. Open Source code will be lodged with the

			appropriate body before the end of the project,
WP4.3	Evaluate implementation of use cases	30.11.06	Evaluations are in progress, but have been delayed due to difficulties in finding appropriate events where the evaluations can be conducted. We expect all evaluations to be completed by the end of February 07.
WP4.4	Write case studies based on implementations	31.01.07	Case studies will be written as implementations and evaluations are completed. The project team has sought to minimise the impact of this delay by bringing forward work on the Structured Guidelines.
WP4.5	Write technical recommendations and documentation for any tools developed	31.01.07	A draft document describing technical recommendations has been produced. This will be finalised once feedback is received from curators.
WP5.2	Personal Resource Management Strategies Report.	30.04.06	<p>CD-LOR worked in collaboration with RepoMMan to re-purpose their survey of researchers in order to elicit resource management strategies of teaching and learning materials developers. The survey was carried out and a final report on it, incorporating results from similar studies, and comments from the Steering Group has been completed and disseminated and is available from: http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable7_PRMSreport.pdf</p> <p>CD-LOR also carried out a small number of interviews with repository users, which resulted in an internal project report designed to inform remaining project work and publications. A public version of the interview report is available at: http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable_UserInterviewsReport.pdf</p>
WP6.1	Draft Structured Guidelines.	31.01.07	Draft guidelines have been developed and are expected to be released to the community in early February 2007.
WP6.2	Community evaluation of Structured Guidelines	31.03.07	Discussion is underway with the repositories support team to determine to how best to consult the community. Community evaluation is likely to involve the JISC-Repositories jiscmail list, the programme wiki, and the project steering group. This activity will be detailed in the final progress report.

5. Project Outcomes

See **Section 4** above for detailed summary of progress on project outputs.

In this period, considerable emphasis has been placed on integrating the findings of the different activities carried out by this project. The project has used a range of approaches to investigate community dimensions – including desk study, focus group (workshop) surveys, interviews, use case development, implementations and trials. One of the key outstanding deliverables for the project is workpackage 6: the development of a set of structured guidelines. This output draws on all the project findings and in preparing the Structured Guidelines we have used a matrix approach to collate information for analysis and visualisation. The matrix (tabulating information about community and repository dimensions, issues and solutions relevant to each ‘Associate Partner’) has allowed us to identify gaps in the information collected by the project (these gaps were filled by telephone interview with partners). This matrix approach has also allowed us to identify trends and patterns of relationship between different dimensions. We have also added to the matrix by gathering and tabulating data about other Learning Object Repositories in addition to those administered by our project associates.

A final set of use cases has been completed after going through several iterations of prioritising the 24 scenarios provided by our associate partners. An initial prioritisation and synthesis of scenarios was carried out at a meeting of associate partners. The project team was concerned that there was not enough focus on community during this initial prioritisation so the scenarios went through a further prioritisation with the associate partner’s target communities. 7 scenarios were taken forward and developed into use cases. Comments from the associate partners shaped the final versions of the use cases.

6. Stakeholder Analysis

Each stakeholder identified in the Project Plan is listed below with details of contact to date.

Stakeholder	Contact	Importance
Wider HE/FE e-learning community	CD-LOR has continued to attend and present at relevant events; see below under Section 19: Dissemination Plan .	High
JISC	CD-LOR has continued to ensure that the project’s work is visible to the wider Programme and the wider JISC development community, through contributing project outputs to the Programme wiki, and disseminating project outputs through the usual channels (mainly e-mail lists).	High
Project partners (Universities of Dundee and Strathclyde)	<p><i>Strathclyde:</i></p> <ul style="list-style-type: none"> - Learning communities expert Christine Sinclair, based at the Centre for Academic Practice and Learning Enhancement, is part of the CD-LOR Steering Group. - Educational consultant David Nicol, based at CAPLE, has worked with the project on initial specification of the Structured Guidelines. <p><i>Glasgow Caledonian University:</i> The appointment of the Project Director to a Chair in Learning Technology, and her remit to set up and direct the new Caledonian Academy, means that CD-LOR will have a high profile in this university.</p> <ul style="list-style-type: none"> • Project Associate Partner Spoken Word Services is also based at Glasgow Caledonian and has already been working closely with the project. • The CD-LOR team has met with staff from the library at GCU who are currently restructuring and preparing to invest in a repository. 	High
Project partners (Intrallect Ltd.)	The technical development phase of the project concluded in this period, and Intrallect have maintained a key role in the project working with Associate partners to plan implementations and evaluations.	High
Project Associate and Collaborative Partners	Associate partners have been closely involved in preparation for the implementations and evaluation trials. During this period, we have also consulted all Associate Partners to gain an overall understanding of the communities they serve, as a means to collect information	High

	about community dimensions which will be used to inform the Structured Guidelines and Final recommendations.	
Institutional managers	Institutional managers are kept informed of the project's work through general dissemination activities: see below under Section 19: Dissemination Plan .	Low
Library managers and staff in UK HE and FE	Library managers and staff are kept informed of the projects work through general dissemination activities: see below under Section 19: Dissemination Plan .	Low
Wider repositories community (e.g. institutional repositories; research data repositories, etc.)	This community is kept informed of the work of the project through general dissemination activities: see below under Section 19: Dissemination Plan .	Medium
Software development community	Software development, undertaken by Intrallect and Jorum has been coordinated by the Technical Partner (Intrallect).	Medium
Technical standards development community	Use cases have been developed and finalised. Use cases have been distributed through the JISC DigiRep Wiki and the project website.	Low
End users of LORs	Dissemination activities have continued to provide a source of contact with end users. Trials and evaluations are now providing direct feedback for the project.	High

7. Risk Analysis

Problem	Mitigating actions
1. Unanticipated move of 2 team members and lead institution from University of Dundee to Glasgow Caledonian University.	The move from Dundee to GCU is now complete and the project team is working normally.
2. Unanticipated resignation of Project Manager, effective 18 August 2006.	The appointment of the new Project Manager from within the University of Strathclyde meant that the new post-holder was in place within a month causing only minor disruption to the project.
3. Delays in implementation and evaluations	<p>An accumulation of minor issues (staff movement, staff replacement, extra time spent prioritising use cases) has meant that implementations and evaluations are somewhat delayed. This has been exacerbated by the interruption from Christmas and problems in finding appropriate times when the evaluations can take place (evaluations usually piggy-back training events being run by our project associates). Our range of options has also been compromised by the fact that some partners feel they are not in the position to carry out proper trials due to the embryonic stage of their repository.</p> <p>A number of evaluations are now planned and it is hoped that we will have gathered all the necessary data by the end of February 2007.</p> <p>To alleviate potential problems with delays, other project activities have been brought forward, specifically planning for the Structured Guidelines.</p>
4. Change in personnel at Project	Personnel change, coupled with a strategic re-

Associates	appraisal by the host institution has meant that our partnership with the LORE initiative at the University of Edinburgh has stalled and we were unable to complete any implementations with this partner. This was not a significant problem as none of the implementations planned for LORE were unique to the University of Edinburgh.
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8. Standards

No changes from Project Plan.

9. Technical Development

No changes from Project Plan.

10. Intellectual Property Rights

Not currently applicable.

Project Resources

11. Project Partners

A new consortium agreement reflecting the changes to the project structure necessitated by the change of lead project site to Glasgow Caledonian University has been signed in this period. This had no significant effect on the running of the project.

Contact has been made with both LAMS (James Dalziel) and the JISC eLearning Programme (Sarah Knight). Although both parties have expressed an interest in the project and its outputs, it was decided that formalising links through inviting their participation in the steering group was unnecessary as the steering group was unlikely to meet more than one further time (if at all) in the remainder of the project. They will however be consulted as necessary during the remainder of the project and may be invited to attend any further steering group meetings if their expertise or viewpoint is relevant.

The named contact for the LORE project at the University of Edinburgh (Sarah McConnell) has left her post, effectively leading to the withdrawal of this Associate Partner from the project. This has had minimal impact as the timing of the withdrawal allowed us to re-schedule trials of the relevant use cases with different partners.

12. Project Management

As noted previously, the original Project Manager, Sarah Currier (based at the University of Strathclyde) has resigned her post effective 18 August 2006. A replacement Project Manager, Colin Milligan, was appointed and commenced work on 15 September 2006

13. Programme Support

The project has forged links with John Robertson, the new Programme Support Officer based at the University of Strathclyde who has responsibility for the eLearning projects funded under this programme.

14. Relationships with other projects' activities

CD-LOR participated in a symposium at ALT-C entitled 'Would you care to share?: Sharing Resources, Collaborating and Community-Building with Next Generation Repositories in a Wild Web World'. The symposium was chaired by Sarah Currier, and included presentations by Anoush Margaryan, representing CD-LOR, David White, representing the SPIRE project, Anne Hewling representing the PROWE project, David Nicol from the University of Strathclyde (and

CD-LOR consultant), and Colin Milligan, representing the CETIS PLE project (prior to taking up post as CD-LOR Project Manager). The event attracted around 40 participants and generated significant debate about the role of repositories, and personal repositories in particular, in future educational contexts. Further information is available from: http://www.alt.ac.uk/altc2006/timetable/abstract.php?abstract_id=981

- CD-LOR has representation from a large number of related projects and initiatives within the Associate and Collaborative Partners, and on the project Steering Group, as outlined in the Project Plan. Those that have directly engaged in CD-LOR's work so far include:

- * DIDET (JISC/NSF Digital Libraries in the Classroom)
- * Spoken Word Services (JISC/NSF Digital Libraries in the Classroom)
- * Jorum
- * SIESWE Learning Exchange
- * IVINURS and IVIMEDS
- * LionShare and SPIRE
- * TrustDR
- * National Digital Learning Repository, Ireland
- * HEA Subject Centres

15. Budget

[Information removed from Public Version]

Detailed Project Planning

16. Workpackages

See above under **Section 4**. Current Workpackages are on target, with the exception of the evaluation of implementations which has been delayed but is now progressing. The next reporting period will involve the following Workpackages:

Work Package	Output	Due date	Notes
WP1.7	Dissemination activities	Ongoing.	See Section 19: Dissemination Plan . Regarding the project website, the change of lead institution to Glasgow Caledonian University is now complete and a new project website is available at: http://www.academy.gcal.ac.uk/cd-lor/
WP1.8	Budget	Ongoing.	Budget Report in Final Report
W1.9	Communications	Ongoing.	See Section 12: Project Management .
WP4.3	Evaluation of implementations; refine use cases.	1.06.06 – 30.11.06	Use Case Refinement has now completed. Outstanding evaluations will be completed in this period.
WP4.4	Case studies	30.11.06-31.01.07	The Associate Partners will be commissioned to write case studies once evaluations are and implementations are complete.
WP4.5	Documentation and technical recommendations	30.11.06-31.01.07	Draft documents will be finalised in this period.
WP6.2	Community evaluation of Structured Guidelines	31.03.07	Draft structured guidelines have been prepared and discussion is underway as to how best to consult the community to collect their feedback. This activity will be detailed in the final progress report.
WP6.3	Develop Recommendations for further	31.03.07	This activity will be detailed in the final progress report.

	research		
WP6.4	Complete final recommendations	31.05.07	This activity will be detailed in the final progress report.
WP6.5	Release final documentation and final report	31.05.07	This activity will be detailed in the final progress report.

17. Evaluation Plan

Formative evaluation is built into CD-LOR's methodology, which involves the testing and evaluation of outputs of the workpackages with stakeholders. Summative evaluation will be achieved through the evaluation of the final outputs by the wider educational community and/or the JISC as appropriate.

For this reporting period, two deliverables were completed and evaluated as follows:

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Dec. 05 – Nov. 06	Deliverable 2: Use cases describing use of LO repositories within learning communities and mapping potential enablers and solutions to barriers, with prioritised use cases refined through testing of solutions.	- Do use cases conform to good practice in use case presentation (as defined in JISC requirements for use cases)? - Do use cases describe an adequate number of usage scenarios, covering known uses and desired uses for LO repositories?	Associates' email list; Steering Group email list; JISC DigRep Programme Support Team.	Use cases were submitted by Associate Partners, collated, and prioritised with input from the Associate Partners, the Steering Group, the project team with reference to Deliverable 1, and end users of the partners' repositories. Final use cases have now been completed and released at http://www.academy.gcal.ac.uk/cd-lor/extended_usecases_v1p0.pdf . Approval for the use cases and their prioritisation was achieved through this close collaboration across all of these stakeholders.
Apr.-Oct. 06	Deliverable 7: Report on institutional and personal knowledge management review. NB: This deliverable now consists solely of the Personal Resource Management Strategy Review.	- Does the report adequately describe a useful range of institutional and personal knowledge management strategies relevant to LO repositories?	Project Associates' list; Steering Group; JISC DigRep Programme Support Team; dissemination to wider e-learning community via presentations and email lists.	This report now consists of a report on the CD-LOR / RepoMMan survey of developers of teaching & learning materials, incorporating results of similar surveys also. The report has been circulated to the wider e-Learning community through appropriate mailing lists and this generated some positive feedback.

Objectives for the next reporting period are:

1. Complete Implementations and evaluations
2. Finalise Structured Guidelines
3. Final Recommendations
4. Final Report

Identify, as far as is possible, the measurable outcomes from the project that might reasonably be evaluated one year after the end of the project, along with the metrics that could be used to do this.

CD-LOR Deliverable 9: Structured Guidelines, which are

“for those setting up or evaluating LO repositories, based around a set of questions designed to elicit the relevant drivers, barriers and enablers for the particular learning community type as identified in *Deliverable 1: Report*” – CD-LOR Project Plan, p.7.

are intended to be of ongoing use to the wider educational community. In the community evaluation stage of the CD-LOR project, the following criteria will be looked at:

- *Simplicity and accessibility* – guidelines should be clear and readily understandable by the stakeholders;
- *Breadth* – should sufficiently cover the major issues/considerations that could be identified;
- *Utility and usability* – must be usable by those they are aimed at and must be able to be read at different levels of sophistication, i.e. must make sense from the point of view of both those who are familiar with the research, concepts and practice of LORs and those who are not;
- *Generalisability* –the guidelines should be sufficiently generic beyond the project/project partners’ LORs and institutions;
- *Stakeholders’ general satisfaction* with the guidelines
- *Fitness for purpose* as a tool enabling actual implementation and evaluation of LORs.
- *Impact* – do guidelines positively impact implementation of LORs in practice, and do they enable more effective and efficient use and adoption of repositories

Because the guidelines are to be presented through an electronic tool (e.g. a decision support system) as well as in a document, the tool itself should be evaluated separately, and metrics should be developed for that separately (e.g. accessibility, usability, effectiveness, etc.).

However, evaluation of the guidelines one year after the project would be extremely beneficial. Metrics to be used could include looking at whether they had actually been used, who by and what for, and whether they improved practice.

18. Quality Assurance Plan

The Project Plan states that for most of the project deliverables (i.e. reports, use cases, case studies, guidelines and recommendations), their quality will be determined by their fitness for purpose as outlined in the evaluation plan, which details how the stakeholder communities will be consulted for review and comment throughout the life of CD-LOR. Further quality assurance for any software outputs is also mentioned (and these are currently in progress), please refer to **Section 17: Evaluation Plan** above.

19. Dissemination Plan

As stated in the Project Plan, CD-LOR has disseminated news of its activities, findings and outputs to, and called for input from, the appropriate sectors of the UK and international HE and FE communities through: production and distribution of flyers; newsletter announcements; attendance and presentations at relevant meetings, conferences and workshops; a project website; and announcements on the Programme wiki and relevant email lists, as noted in the table below. All of the dissemination activities noted below have been successful and resulted in an increase of CD-LOR’s profile as well as many useful contacts and resources coming our way.

Since the previous Progress Report, the following dissemination activities have taken place:

Timing	Dissemination Activity	Audience	Purpose	Key Message
Aug 06 – Jan 07	Project website; dissemination of project outputs and activities. New website based at Glasgow Caledonian is now in place.	Wider educational community.	Raise awareness of project’s existence, objectives and contact details; request input	Project’s name, aims and objectives, and contact details; outputs and activities.

			into project activities, e.g. survey; disseminate project outputs.	
Aug 06 – Jan 07	Updated flyer.	Various educational communities; see below for details.	Raise awareness of project's existence, objectives and contact details	Project's name, aims and objectives, and contact details.
Aug 06 – Jan 07	JISC DRP wiki.	JISC DRP; wider educational community interested in repositories in general.	Raise awareness of project's existence, objectives and contact details; request input into project activities, e.g. survey; disseminate project outputs.	Project's name, aims and objectives, and contact details; outputs and activities. Use Cases.
October 2006	JISCMail lists used to disseminate key findings to the community, including User Interviews, Personal Resource Management Strategy (Deliverable 7), Progress Report and updated Project Plan. The results of the survey were also circulated to all survey participants, many of whom came from outwith the UK.	UK HE/FE e-learning community, JISC Community, International Community	Raise awareness of project findings.	Project progress; interim project outputs.
Publication in RP-TEL	Littlejohn, A., & Margaryan, A. (2006). Cultural issues in the sharing and reuse of resources for learning. <i>Research and Practice in Technology-Enhanced Learning</i> , 1(3), 269-284.	International e-learning community.	Raise awareness of project findings.	Project findings re cultural issues and LORs.
ALT-C 2006 (Sept. 2006)	Attendance; collaboration with other Repositories Programme projects on symposium; Intralect stall with newsletters/flyers. Presentation available from: http://www.academy.gcal.ac.uk/cd-lor/margaryan-ALTC-2006.ppt	UK HE/FE e-learning community	Raise awareness of project's existence and objectives; elicit resources; disseminate and discuss findings so far.	Project progress; interim project outputs.
Sept 2006	Littlejohn, A. (1 September, 2006). <i>A vision for engagement: Repositories for learning communities</i> . Keynote presentation to the Carrick Institute Thinktank on the Resource Information Network, Victoria University, Melbourne, Australia. Available from http://academy.gcal.ac.uk/cd-	Australian Educational Think Tank	Raise awareness of project's existence and objectives; disseminate	Project findings and the benefits of learning repositories.

	lor/littlejohn_carrick_keynote2006.ppt		and discuss findings so far.	
LORs as Digital Libraries Workshop (workshop at ECDL), Alicante, Spain, 22 Sept. 2006.	Attendance and dissemination of flyers by Peter Douglas (Intrallect Ltd.).	International e-learning / LORs community; possibly international digital libraries community.	Raise awareness of project's aims, objectives, activities and outputs; contact details for project.	Project's name, aims and objectives, and contact details.
Sept. 2006 onwards.	Project details on Strathclyde's Centre for Academic Practice and Learning Enhancement new website; flyer in CAPLE noticeboard in public foyer to coincide with appointment of new project manager.	Strathclyde University.	Raise awareness of project's aims, objectives, activities and outputs; contact details for project.	Project's name, aims and objectives, and contact details.
CETIS Metadata & Digital Repositories SIG Meeting, Glasgow, October 2006	Attendance of and distribution of flyers by Project Manager.	UK e-learning community.	Raise awareness of project's existence, objectives and contact details; network and organise collaboration.	Project's name, aims and objectives, and contact details; outputs and activities; potential future collaboration.
CETIS Educational Content SIG Meeting, Glasgow, December 2006	Attendance by Project Manager.	UK e-learning community.	Raise awareness of project's existence, objectives and contact details; network and organise collaboration.	Project's name, aims and objectives, and contact details; outputs and activities; potential future collaboration.
CETIS Conference, Manchester, November 2006	Attendance by Project Manager, Project Research Fellow and Technical Consultant	UK e-learning community.	Raise awareness of project's existence, objectives and contact details; network and organise collaboration.	Project's name, aims and objectives, and contact details; outputs and activities; potential future collaboration.
JISC Educational Content Meeting,	Attendance and participation in meeting to discuss future strategy for JISC with regard to funding of content provision and management,	JISC community	Contribute to ongoing debate and aims of	Communicate project's views.

Glasgow December 8, 2006.			meeting.	
October 2006	Flyers distributed at Online Educa Berlin	European eLearning community.	Raise awareness of project's existence, objectives and contact details	Project's name, aims and objectives, and contact details.

CD-LOR dissemination plans for next reporting period:

Timing	Dissemination Activity	Audience	Purpose	Key Message
Jan. 2007 – May 2007.	Project Website	Educational community.	Raise awareness of project's aims, objectives, activities and outputs; contact details for project.	Project's name, aims and objectives, and contact details; project outputs, deliverables, documents, etc.
Jan. 2007 – May 2007.	Further updates to project flyer emphasising outputs.	Educational community.	Raise awareness of project's aims and objectives; contact details for project.	Project's name, aims and objectives, and contact details.
Jan. 2007 – May 2007.	Intrallect will continue to feature articles in their newsletter when there is something of interest to report, such as major new public deliverables.	Intrallect customers.	Raise awareness of project's aims, objectives, activities and outputs; contact details for project.	Project's name, aims and objectives, and contact details; project outputs, deliverables, documents, etc.
Jan. 2007 – May 2007.	Press releases: no press releases have been sent out; this will be reviewed by Project Management Group and Steering Group to ascertain optimum time to do this.	Wider educational community	Raise awareness of project's existence and objectives; public deliverables.	Project's name, aims and objectives, and contact details; project outputs, deliverables, documents, etc
Jan. 2007 – May 2007.	Announcements on relevant email lists: will continue to be sent out.	Educational community interested in e- learning, interoperability, pedagogy, learning communities, etc. depending on list.	Raise awareness of project's existence and objectives; elicit resources, feedback, discussion on project's activities; promote events and outputs.	Project's name, aims and objectives, and contact details; project progress; interim project outputs; public deliverables.
Jan. 2007 – May 2007.	JISC DRP and other relevant programme meetings.	JISC DRP and development communities.	Raise awareness of project's	Project progress; interim project

			existence and objectives; elicit resources; disseminate and discuss findings so far.	outputs.
Jan. 2007 – May 2007.	Journal articles and papers (e.g. ALT-J; JIME; JCAL, information science journals etc.)	E-learning and information management academic communities.	Disseminate findings.	Interim outputs and findings; Final outputs and findings.
Jan. 2007 – May 2007.	Project deliverables	UK HE/FE, international HE/FE	Disseminate outputs and findings.	Interim outputs and findings; Final outputs and findings.
Jan. 2007 – May 2007.	Allison and I are co-editing a special issue for JCAL, and writing a paper on CDLOR ourselves as part of this special issue – the paper has not been formally accepted yet, so I am not sure if we should indicate it here or not			
June 2007	EdMedia 2007, Keynote Presentation from Project Director.	International HE Community	Raise awareness of project's existence and objectives; disseminate and discuss findings so far.	Project findings and the benefits of learning repositories.
June 2007	Paper submitted on cultural dimensions of sharing and reuse.	International HE Community	Raise awareness of project's existence and objectives; disseminate and discuss findings so far.	Project findings and the benefits of learning repositories.
ALT-C 2007	Attendance; possible poster; possible submission of paper (depends on acceptance); possible demonstration of software	UK HE/FE e-learning community	Share project's outcomes with community.	Project outputs and findings.
Relevant CETIS SIG meetings and JISC-CETIS conferences throughout life of project.	Attendance; presentations on progress and interim and final outcomes on project; project flyers.	UK HE/FE e-learning community with interest in interoperability	Raise awareness of project's existence and objectives; elicit resources; disseminate and evaluate outputs; feed into wider repository	Project progress; project outputs.

<p>Presentations, posters, workshops and demonstrations at other relevant fora as identified throughout life of project, e.g. conferences, workshops, working meetings.</p>	<p>Attendance; presentations on progress and interim and final outcomes on project; project flyers; informal dissemination through conversation</p>	<p>Communities with interest in e-learning; repositories; learning communities; pedagogy and repositories; information and knowledge management in HE/FE etc.</p>	<p>developments. Raise awareness of project's existence and objectives; elicit resources; disseminate and evaluate outputs and findings.</p>	<p>Project progress; project outputs</p>
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20. Exit/Sustainability Plan

Project outputs are being made available on the project website and disseminated as widely as possible. There are no anticipated changes to the exit/sustainability plan as noted in the Project Plan.