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## **D11 Final Plan for using and disseminating knowledge**

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## Deliverable Identification Sheet

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<b>Abstract</b>	<b>This report examines the approach adopted by the UNFOLD project to maximising the use and dissemination of the knowledge generated in the course of the project</b>
<b>Keywords</b>	<b>UNFOLD, IMS Learning Design, Use of Knowledge, Dissemination</b>
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# 1) Introduction

As a Coordination Action, the remit of the UNFOLD project is to encourage and support the adoption and implementation of the open IMS Learning Design (IMS LD) interoperability eLearning specification, because it supports multiple learners and pedagogies. To this end the project rationale centres on supporting communities of practice (CoPs) as a means to the creation of knowledge relating to IMS LD and related specifications, and on the free dissemination of all available knowledge and information. This is not restricted to project outcomes as it includes updates on developments outside of the project as well as from within. Thus, in contrast with many projects, UNFOLD does not create knowledge which can be patented leveraged to create financial benefits. As a result there are no knowledge assets which can be used to generate an income flow for the continuation of the project, either by providing access in return for a subscription payment, or by licensing their use. Consequently this report focuses on the strategy adopted to disseminate the knowledge and information generated in the course of the project and how this has been organised for the future use.

The project has organised or co-organised many face to face events. These have taken the form of workshops, conferences, presentations and have also included the staple of the UNFOLD project; the CoP meeting. The project included six such meetings, plus a seminar, which were organized and hosted by each of the project partners in turn. Participants were invited to submit papers and presentations to form the basis of the event. A number of UNFOLD organized and co-organised workshops also took place as a result of the focused on raising awareness of IMS LD and of project activities.

Central to this project effort have been the project websites; [www.unfold-project.net](http://www.unfold-project.net) and Learning Networks for Learning Design (<http://moodle.learningnetworks.org/>) both of which are based on open source Content Management systems and intended to facilitate the flow of communication between interested parties and to act as a repository for relevant resources. Whilst the former site has been used as the public face of the project (announcements, registration etc.) and 'static' resources, the latter has provided more controlled, systematic and pedagogically oriented materials in the form of learning activities and more recently has come to include the Community of Practice (CoP) forums. Both sites will be kept in use beyond the project. Whilst the Learning Networks site will continue to house learning activities and Units of Learning, the UNFOLD project site has become the project showcase, including information on all things relating to the specification including links to documentation and resources as well as RSS feeds providing up-to-date information on developments in the field.

Project activities have generated a substantial number of documents of various types which should be considered in this plan. 2005 saw an UNFOLD presence in numerous conferences and witnessed the publication by members of many LD related articles in various journals, magazines and books. Much of this material is directly or indirectly informed by participation in the project.

The project has also generated a good deal in the way of papers written in reaction to or in preparation for one of the seven online chat events hosted and moderated by the project in 2005. In addition a number of CDs were produced to include the contents of each CoP meeting (presentations, papers etc.) subsequent to the precedent set at the Valkenberg CoP meeting in February 2005. Another noteworthy development in the production of UNFOLD materials is the creation and submission of LD compliant Units of Learning which flourished in 2005.

The rest of this document aims to describe the different types of knowledge generated during the project and provides an explanation of how they were used and disseminated and providing hints of how they could be used in the future, when they are still up-to-date.

## 2) Exploitable knowledge and its use

### *Exploitable results*

#### **“Traditional” content developed or mediated by the project**

The activities of the Communities of Practice are reported in the Communities of Practice Report D10, and the three UNFOLD Outcomes reports (D7.1, D7.2, D7.3) one for each of the three six monthly reporting periods of the eighteen months of UNFOLD CoP activities. The reports includes project papers and links to presentations and other such materials relating to coordination actions for the period between January and December 2005. These materials are outlined below.

#### **Learning materials**

One of the main requests of the participants at the first CoPs meeting was to have some LD compliant examples of lessons or courses which could be run using a Learning Design player and edited in an authoring suite. In order to facilitate the use of the specification the OUNL pioneered the production and cataloguing of Units of Learning (UoLs) in the context of the Learning designers CoP. Initially the UoLs consisted exclusively of contributions from the project partners, particularly Daniel Burgos of the OUNL, but soon came to include UoLs developed by CoP members taking the original number of UoLs at the start of 2005 from nine to thirty seven by the end of the project.

#### Exemplar units of learning

<b>Exemple Units of Learning on LN4LD</b>					
<b>Nr</b>	<b>Title</b>	<b>Level</b>	<b>Author</b>	<b>Institution</b>	<b>Remarks</b>
1	Hello World	A	Colin Tattersall	OUNL	The most simple UoL
2	A Simple Learning Activity	A	Owen O'Neill	OUNL	Three learning activities and a simple resource
3	Candidas. The great unknown (I)	A	Daniel Burgos	OUNL	A small course for Level A with actual content and small questionnaires after each learning activity and a general quiz with the right answers in the end of the activity structure
4	Learning Activities With Conditions	B	Owen O'Neill	OUNL	This learning design containing one role and three learning activities and a resource provided in an environment. The learner can optionally choose to receive extra information to help him to complete the activity
5	What is Greatness	B	Colin Tattersall	OUNL	A simple educational scenario with monitoring services and properties and conditions
6	IMS Learning Design Level 0. Basics about the spec	A	Daniel Burgos and Nidia Berbegal	OUNL	Unit of Learning developed by OUNL and UPF funded by UNFOLD Project describing the basics of IMS Learning Design in a plain style for open dissemination

7	IMS LD Level 0 in HTML format. Click here to see the UoL directly in your browser	HTML	Daniel Burgos et al	OUNL	You will find a method to learn what IMS LD is and how it runs
8	IMS LD Nivel 0 (fundamentos de la especificación en español)	HTML	Daniel Burgos et al	OUNL	A través de estas páginas encontrarás un método para aprender qué es IMS LD y cómo funciona
9	Programmed Instruction	B	Colin Tattersall and Owen O'Neill	OUNL	A very simple example demonstrating programmed instruction. Students must answer each question correctly before being permitted to view the next question.
10	Candidas II. Several itineraries and complementary information	A	Daniel Burgos	OUNL	We provide a small course for Level A with actual content small questionnaires after each learning activity and a general quiz with the right answers in the end of the activity structure. We also provide complementary reading material to support the main course The user can choose the itinerary of its own learning
11	From Lesson Plan to LD	A	Rob Koper	OUNL	How to structure a course using IMS learning Design (LD) at level A
12	From Lesson Plan to LD	B	Rob Koper	OUNL	How to structure a course using IMS learning Design (LD) at level B
13	Learning to listen to Jazz	B	Colin Tattersall and Daniel Burgos	OUNL	Show case using properties conditions visibility and adaptive learning
14	Character	A	David White	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
15	Endolab	A	Elly Langewis	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
16	Become a writer	A	Helen Grives	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
17	Brainstorming lost in the Moon	A	Davinia Hernández-Leo	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
18	Mechanical response on materials	A	Sofia Torrao	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
19	Pc Architecture	A	Oleg Alshev	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
20	Privaatrecht	A	Andre Koehorst	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
21	Sample UoL	A	Victor Zhukov	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
22	Stroop	A	David Bean	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
23	Test Drive	A	Wim Van Born	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
24	Interactive brain writing	B	Andreas Buehler and Sebastian Leibold	-	Use of What is Greatness as a base
25	Geo-Quiz 1	B	Daniel Burgos	OUNL	Programmed incremental instruction. With properties conditions enumerated answers and contextual feedback

26	Geo-Quiz 2	B	Daniel Burgos	OUNL	Properties conditions calculations and adaptive feedback
27	Requesting a file	A	Daniel Burgos	OUNL	Use case. File property used to upload a file
28	Free Style Assesment	B	Daniel Burgos	OUNL	Monitoring services global elements properties 2 roles conditions. Flow between a teacher and a student while submitting and correcting an assignment
29	Notification in Level C	C	Daniel Burgos et al	OUNL	Use case to show an email sent by the system to the teacher when a learner ends an activity. Need of setting-up a SMTP server
30	Should there be a European Constitution	B	Colin Tattersall	OUNL	Show case illustrating multi-learner multi-role Unit of Learning with properties a service (the monitor service) imslidcontent
31	Introduction to Tai Chi	A	Chistopher Kew	University of Bolton	Show case with actual content introducing Tai-Chi
32	The connected learner	A	Alex Little	Open University of UK	Show case with actual content about six topical issues in e-learning
33	Chemical Hazard	A	Gayle Calverley	UNFOLD	Developed at the UNFOLD CoP Meeting in Valkenburg 2005
34	Geo-Quiz 3	B	Daniel Burgos	OUNL	Use case. Adaptive learning flow depending on user results
35	Quo Builder	B	Daniel Burgos	OUNL	Use case. Personalization and adaptive learning flow depending on user results. 1 role
36	Quo Builder 2	B	Daniel Burgos	OUNL	Show case. Personalization, run-time tracking and adaptive learning flow depending on user results. 2 roles
37	Caminatas	A	Daniel Burgos	OUNL	Generic game into a learning scenario modelled in IMS LD

It can be seen that the majority of UoLs are level A courses, which is a reflection of the fact that the first versions of authoring tools only supported this level of the specification. However, as the tools become increasingly more powerful and usable it is anticipated that more level B and level C samples will be forthcoming. All of the above and UoLs can be found on the Learning Networks site: (<http://moodle.learningnetworks.org>). Having reached the end of the project it is envisaged that the production of example Units of Learning for information purposes will continue in WP6 of the TENCompetence project and will form part of ProLearn's remit in their effort to promote the IMS Learning Design specification.

Patterns and templates that capture teacher activity and effective practice have been put forward as a way of facilitating the UoL creation process as well as helping to inform the development of tooling. Discussions on patterns have formed the focus of many discussions during CoP events in 2005 among the Learning Designer and Teacher CoPs. In practical terms there are three IMS LD compliant tools that enable users to create Units of Learning through the use of patterns. These include: Collage (ref), netUniversité (ref) and LearningMapR(ref). The development of such tools is crucial to making IMS LD more accessible to non-technical practitioners.

## **Web resources**

In addition to the Units of Learning, the web has contained other resources such as news, repositories, links, online events and their corresponding transcriptions all of which have proved to be popular and useful to CoP members. Conversely efforts to stimulate the forums have not been as successful as hoped although their transferral over to the Learning Network site in mid 2005 did show some initial signs of promise. The forums at <http://moodle.learningnetworks.org/course/view.php?id=33> include CoP specific forums, forums for discussions on specific topics and forums for discussions on CoP meetings and conferences attended. Overall, activity on the forums has been sporadic and has tended to take place at the CoP level although discussion has also been raised in the latter category of forums. From evaluation surveys conducted during the course of the project it seems that the explanation for this apparent disinterest in the use of forums lies in the fact that people prefer to discuss in a face to face context, or in a synchronous chat environment. As indicated earlier, it is expected that other projects will go on supporting this activity.

## **External resources**

As indicated in the introduction, the UNFOLD project has sought to integrate resources arising from activity around LD that has occurred outside of the project. As a coordination action, it is imperative that the project disseminate all LD related information and not just that which is generated internally. To some extent this has been achieved by establishing links with NOEs such as ProLearn, as well as with projects such as iClass, Telcert, and the OpenDock Leonardo project. The larger part of the dissemination of external resources has taken place through the participation of a lot of people in the UNFOLD events, forums, ... which have contributed this knowledge, assets, ...

## ***Impact on the development of new standards or policies***

UNFOLD is mostly concerned with the uptake of a recently established standard, IMS-LD and not with the definition of new standards, or changes to existing ones. However, it is expected that one of the outcomes of eventual adoption will involve the need to address problems in the specification that might result in its modification. To this end UNFOLD has set up a discussion forum at <http://moodle.learningnetworks.org/course/view.php?id=21> to stimulate debate on modifications. Proposed changes to date have centred on typos apparent in the original specification document but it is anticipated that more significant modifications might be forthcoming as adoption and implementation of the specification becomes more commonplace.

### 3) Dissemination of knowledge

#### ***Through UNFOLD webs***

According to the 2005 Evaluation report the UNFOLD web sites continued to enjoy considerable success as an instrument for the cataloguing and dissemination of Learning Design related knowledge. In parallel with the proliferation of UNFOLD CoP meetings and other UNFOLD related events during 2005 there has been an increase in the amount of materials submitted to the sites. The increase in resources has also been matched by an improvement in the archiving of such materials thanks largely to the use of the Learning Networks site making it easier than ever for people to find relevant information. As the project wound to an end, preparations were put in place to transform the [www.unfold-project.net](http://www.unfold-project.net) site into an information portal whilst Learning Networks continues to maintain activities and publications.

#### ***Through events***

The following table provides a summary of dissemination actions carried out throughout the project, excluding initial awareness raising presentations, and meetings organised by the project for UNFOLD members.

<b>Event</b>	<b>Place</b>	<b>UNFOLD activity</b>	<b>date</b>
<b>UNFOLD Workshops</b>			
eLIG / EADTU	Heerlen, Netherlands	Pre-conference workshop on Learning Design (in collaboration with Surf Six)	21/10/2004
UNFOLD Workshop EUCEN Conference	Kaunas, Lithuania	Organisation of a one day workshop: Understanding New Frameworks Of Learning Design	5-6/11/2004
Online Educa Pre-conference workshop	Berlin, Germany	IMS Learning Design Workshop, in collaboration with Surf Six	01/12/2004
TASELL	Rabat, Morocco	Workshop	25 April 05
Online Educa Madrid (1 day)	Madrid	UNFOLD Learning Design Workshop	11 May 05
IMS Content Packaging Meeting	Heerlen	Organisation and hosting of IMS Content Packaging group meeting	13-14 Oct 05
SIGOSSEE-JOIN Conference	Heerlen	Organisation of UNFOLD workshop	14 Nov 05
EUCEN Autumn Conference	Rome	Organisation of UNFOLD workshop	1-18 Nov 05
Universidad Complutense workshop	Madrid	Implementation of three day Learning Design workshop	12-14 Dec 05
ILO Workshop	Dakar	Workshop on UNFOLD and LD	8-9 Dec 05
<b>UNFOLD participation in conferences and events organised by other projects and institutions</b>			
eLIG / EADTU	Heerlen, Netherlands	sub-session: UNFOLD interoperability and pedagogy	22/10/04
UNFOLD / JOIN / SIGOSSEE seminar	Barcelona, Spain	Joint organisation scheduling and presentations of seminar:	02/11/2004
Online Educa Conference Panel Sessions	Berlin, Germany	- Large-Scale Standardisation Experiences (chaired by Rob Koper) - Standardisation	02/12/2004
JOIN conference	Köln, DE	Presentation of UNFOLD	13/09/2004
AltC 2004	Exeter UK	Presentation of UNFOLD paper	16/09/2004
COPRAS Meeting	Brussels	Working with members of user	14/10/2004

		group to establish goals for standardisation.	
IMAC Conference 2005	Duisburg	Presentation of UNFOLD	15/10/2004
SPEDECE	Alcalá, ES	Delivery of paper on UNFOLD	21-22/10/2004
PROLEARN Thematic workshop on technology enhanced learning for learning organisations	Hannover, Germany	Presentation of the UNFOLD project, and coordination with the industry group in PROLEARN	4-5/11/2004
IST Information Day	Luxembourg	Coordination with potential proposers to support IMS Learning Design.	29/11/2004
Seminar on Open Source Software in Education at FUTURELAB	Bristol, UK	Presentation of Open Source implementations of IMS Learning Design	01/12/2004
Prolearn Workshop on Personalized Adaptive Corporate Learning	Hannover	UNFOLD presentation on Learning Design	13 Jan 05
CETIS Learning Design update	Newcastle	Presentation and panel discussion	04 Mar 05
PROLEARN-iClass	Leuven, Belgium	Participation in "Learning objects in context"	03 Apr 05
EUCEN European Conference on Lifelong Learning	Bergen, Norway	Awareness raising and announcement of Rome EUCEN workshop.	28 Apr 05
elearnexpo Moscow	Moscow	Paper, presentation and panel session	26 May 05
II Jornada Campus Virtual UCM	Madrid	Presentations and panel session	02 Jun 05
Alt-i-lab 2005	Sheffield UK	Demonstration and panel session participation	20 Jun 05
OSS 2005	Genova	Presentation of UNFOLD paper	12-13 Jul 05
Software lliure i educació	Castelló	Presentation on UNFOLD and Open Source LD infrastructure	14 Jul 05
2ª. Jornada de Interação em EAD 1º.Encontro Internacional em Telemática Educativa	Ceará, Brasil	Participation in seminar and presentation	25-26 Aug 05
SIGOSSEE workshop	Stockholm	Presentation and round table	13-16 Sep 05
SPEDECE 2005	Barcelona	Keynote address on UNFOLD and IMS LD	21 Oct 05
LORNET 2005	Vancouver	Workshop, paper presentation and plenary round table discussion session.	14-18 Nov 05
Presentation	Heerlen	Keynote presentation of UNFOLD to SIGOSSEE conference	14 Nov 05
Online Educa	Berlin	Participation in workshop on UNFOLD contribution to reference models	30 Nov 05

UNFOLD partners will support future events both organised by themselves and by others, through the network of contacts which are mentioned in the following sections.

## ***Through distribution lists***

UNFOLD has maintained a mailing list throughout the project, with mailings sent out roughly every two weeks. By the end of the project 620 people were subscribed to the list. The front page of the project site was also regularly updated with project news.

Other mailing lists were also made use of to raise awareness of project activities, particularly in the first phase of the project when the profile of UNFOLD was not yet very high.

### **Mailing lists mainly to higher education and research**

CETIS-ANNOUNCE@JISCMAIL.AC.UK

CETIS-PEDAGOGY@JISCMAIL.AC.UK

EPED-EXPERTS@JISCMAIL.AC.UK

TASSELL2005-bounces@lists.itcilo.org

eLearning

eLearningDev

EUCEN e-learning center mailing list

Evaluating Elearning

Foademplois-normes (French standards group)

JISC IMS Special Interest Group

Jiscmail VLE mailing list

NaN group

SURF/SIX

LearningNetworks.org

SCORM list

Valkenburg Group

Supporters of the UNFOLD bid

TECN mailing list

### **Web announcements**

CETIS

SIGOSSEE

LearningNetworks.org newsletter

SURF/SIX newsletter

Moodle website

IMS Global Consortium

ProLearn

## ***Publishable results***

Publishing was at the forefront of the UNFOLD dissemination effort throughout 2005 and has resulted in a considerable legacy of printed and virtual materials ranging from journal and magazine articles to blogs.

The Valkenburg workshop, held in September 2005, was a key event for project publications. Not only was a substantial volume of proceedings produced, but a total of twelve accepted papers were published in the special issues on Learning Design of the IEEE journal Educational Technology & Society ( <http://www.ifets.info> ). These articles give an overview of current lines of research including: the use of ontologies and the semantic web, learning design patterns, the development and use of Learning Design tools.

Other papers from the Valkenburg workshop appeared in the Journal of Interactive Media in Education (JIME) (<http://www-jime.open.ac.uk/2005/01>). This JIME issue includes 17 articles, several of which were commissioned by UNFOLD, that reflect on the Springer Handbook on Learning Design<sup>1</sup> which was released in early 2005, with the participation of many UNFOLD members.

A full account of UNFOLD related publications for 2005 can be found in the annex of the D10 document.

The final publication of the UNFOLD project, “The UNFOLD Project, understanding and using Learning Design”, ISBN 90 358 233 70, was distributed in printed form, and is also available as a pdf file:

[www.unfold-project.net/documentation/final/d12/UNFOLDbooklet.pdf](http://www.unfold-project.net/documentation/final/d12/UNFOLDbooklet.pdf)

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<sup>1</sup> Koper, R. and C. Tattersall, Eds. (2005). Learning Design: modelling and implementing network-based education & training, Springer.

## 4) Sustaining the work of UNFOLD beyond 2005

Substantial progress has been made by UNFOLD in disseminating information on the specification, and coordinating debate and the production of tools. IMS LD is, however, much more ambitious and complex than previous IMS specifications, and pace of the development has consequently been slower than anticipated at the start of the project. As a result so far there has been only very limited use of the specification in authentic learning contexts. In view of this it is important that there is a sustainability effort to ensure that those achievements made to date are carried forward and that future attempts at adoption are supported. To this end it has been proposed that contact be maintained with the UNFOLD CoP members and that relationships with research groups, institutions and projects supported by the project be maintained in order to enable the continued dissemination of UNFOLD results and to continue the process of sharing relevant knowledge.

UNFOLD D9 report outlines an action plan designed to help build sustainability of the work carried out by the project, and the main points are summarised below.

### ***Sustainability based on ongoing unfunded work by project partners***

To summarise, this involves maintenance of the Web infrastructure by the partners. The UNFOLD site [www.unfold-project.net](http://www.unfold-project.net) will continue to provide a mechanism for subscription to the project mailing list. In addition the site will provide information on the Learning Design issues which have emerged since the launch of the project as well as information summarising the achievements of the project. Moreover, the site will include updated RSS feeds showing current news from projects and initiatives relevant to Learning Design.

Meanwhile the Learning Networks site at <http://moodle.learningnetworks.org/> will continue with its provision of forums for the continuing discussions of members of the CoPs as well as learning activities related to IMS LD, example Units of Learning and templates and records of UNFOLD meetings and online discussions.

All publications will be catalogued in a single repository on a dSpace server at the OUNL: <http://dspace.ou.nl/>. This will ensure that the resources remain accessible in the future and will be maintained by the OUNL. Moreover, the repository includes a sophisticated search facility to help readers in their search for Learning Design based knowledge.

Given the 630 members registered to receive mail via the project mailing list, it is important that mail continue to be sent out to members albeit at the reduced rate of one email a month to keep members up to date on Learning Design events and issues. The infrastructure for this option has already been created, with a subscribe/unsubscribe process available on the project showcase.

As indicated earlier, the sites and mailing lists would be a valuable resource for supporting initiatives from the Community.

### ***Sustainability based on maintaining the engagement of UNFOLD participants.***

A number of other European projects in areas related to UNFOLD are being run by partners or participants in UNFOLD. It is envisaged that these projects will take up the baton of IMS LD awareness raising and organization of activities. This is particularly true of TENCompetence, ProLearn, Cooper, and OpenDock. Moreover, all have partners from UNFOLD which will ensure that the lessons learnt from UNFOLD are applied in these new projects, and that the UNFOLD communities are invited to participate. They will also coordinate this work by promoting the organisation of joint seminars, workshops, etc, wherever this is appropriate. Another relevant initiative is the e-framework, in which UNFOLD partner University of Bolton is a key partner. The aim of the framework is to produce an evolving and sustainable, open standards based service oriented technical framework to support the education and research communities. The sustained effort of UNFOLD partners will in part involve linking this UK based initiative with the work being undertaken in other parts of Europe and the world.

### ***Sustainability based on obtaining new funding***

The project consortium has been seeking new funding opportunities. In this regard the University of Minho has made a proposal to the eContentPlus programme. The members of the UNFOLD consortium are associated partners, as are a number of the other institutions which have been active in the project. Subject to funding by the European Commission, the UNFOLD-Plus consortium under the auspices of the eContentplus programme will look to organise an event approximately every three months and to participate in 6 external events/conferences. UNFOLD-Plus is intended as a thematic network which will unite the UNFOLD Communities of Practice, as well as other substantial networks which are included in the consortium. This will allow for outreach to the wider user group of educational content holders, and will result in the development of improved services for both developers and end users. Face to face events will form the staple of the network's activities and the current UNFOLD infrastructure of web sites and mailing lists will benefit the new project. It is anticipated that the current UNFOLD CoP members would make up the core of the participants in the new project and that the continued use of the UNFOLD name will help in maintaining the UNFOLD corporate identity.