

Lighting the FUSE: innovation and partnerships

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Abstract

A collaboration between the Victorian Department of Education and Early Childhood Development, the State Library of Victoria and other Victorian cultural organisations has developed high quality, interactive digital content accessible to all Victorian schools. In this innovative arrangement, the Department engaged the State Library of Victoria to ensure a strong project management framework was established to underpin a complex and multi-layered project. All stakeholders benefited from participation in the project, through increased capacity and understanding of engaging, curriculum-linked digital content for school education.

Introduction

Digital technology is rapidly changing the learning and teaching experience inside and outside of schools. Devices such as tablets, smartphones and netbooks enable learning that is anytime, anywhere, and that is connected, collaborative, creative, iterative and evolving.

In addition to opening up new ways of learning and teaching, these devices present new opportunities to rethink how content is not only made available to students, but how it reflects the contemporary use of digital technology in the out-of-school lives of today's students. A joint ministerial statement on ICT for 2008–11 stated that "Learners are active participants in knowledge creation and will engage with state of the art tools which enable new forms of learning, collaboration, innovation and communication" (Ministerial Council on Education, Employment, Training and Youth Affairs, 2009.) Digital content that exploits the potential afforded by these devices can enable students to be explorers, creators and collaborators engaged in purposeful learning.

Creating high quality content for today's 'always on' students is an emerging challenge in education. The Victorian Department of Education and Early Childhood Development (the Department) met this challenge through an innovative approach to digital content development. Working in collaboration with a range of Victorian cultural and community organisations and professional teacher associations, the aim was to create engaging digital content that utilised Web 2.0 technologies, encouraged active collaboration and supported the Victorian Essential Learning Standards (VELS). Further to this collaboration was the role of the State Library of Victoria (the Library), which was engaged as project manager. The digital content would be accessible to all Victorian schools through FUSE (www.education.vic.gov.au/fuse), the Department's online education portal.

Launched in 2009, FUSE, Find-Use-Share-Education, has over 27,000 digital resources that include websites, videos, interactives and images. Teachers and students are able to search for digital content across all year levels and curriculum areas. All content in FUSE is quality assured by the Department and must be linked to the VELS, meets various content, pedagogical, design and technical criteria and must be considered of high quality educational value. Sixty per cent of content is freely available, with the remaining 40% password protected and available only to Victorian government school teachers. This is due to licensing arrangements with third party providers, such as the National Digital Learning Resources Network (formerly The Learning Federation).

FUSE is also the content repository for the Ultranet, the Department's online learning system. The Ultranet is an online learning space for students, in which they can communicate, collaborate and create with their peers in Victorian government schools and build up their learning portfolio of learning activities. Teachers can create learning and assessment tasks for students to access. Parents can also log in to view their child's progress. Within the Ultranet, students can search for FUSE content. This enables them to seamlessly access learning activities into which digital content has been embedded which has been developed by the classroom teacher.

Victorian Government school teachers can log in to FUSE and access the *My Desk* function, which provides them with a private online space in which to save resources they have searched for from within FUSE and beyond. They can also 'mash-up' copyright-free content to create new customised resources, which they can then share with their students and the wider education community.

Role of the State Library of Victoria

In the 2009-2010 financial year, the Department made a significant investment in the development of FUSE. Six Victorian cultural organisations (including the State Library of Victoria) were selected to create educational content for FUSE and allocated \$250,000 each. The Department required a project manager to coordinate the development of this content and appointed the State Library of Victoria (the Library) to the role.

The six agencies involved were the Australian Centre for the Moving Image, the Asia Education Foundation, Museum Victoria, the National Gallery of Victoria, the State Library of Victoria (SLV) and Zoos Victoria. All projects were completed and can be viewed via the FUSE portal. An important document that evolved during this project round was the development of high-level guidelines for FUSE content development, entitled *The Vision and Principles Behind Content Generation for FUSE* (SLV, 2010a).

In addition a *Cultural Agency Catalogue of FUSE Content* (SLV, 2010b) was produced and a *Promotion of FUSE Content* (SLV, 2011) paper was developed by and for the six agencies, to ensure good marketing of the content beyond the life of the projects.

Building on this experience, in 2010-2011 a new round of grants to the total of \$3 million was offered, for which all organisations in the Department's Strategic Partnerships Program were eligible to apply. This Program provides funding to not-for-profit community, cultural and professional development associations to deliver student learning programs and professional learning for teachers that are linked to Departmental priorities and initiatives.

The selection process was through Expression of Interest and required applicants to have demonstrated capability and experience in delivering high quality education content. The key areas to be addressed included a clearly defined school audience, alignment to the VELs, the integration of Web 2.0 tools, challenging learning opportunities for students and support for innovative online learning pedagogy.

Eighteen organisations were selected to become content producers for a total of twenty-five projects. Once again the State Library was engaged to act both as content producer and as project manager. As Project Manager, the Library offered the Department the following services:

- An agreed coordination framework
- Successful completion of the content development projects for each agency
- Proactive risk and issue management across each of these projects
- A research project that ran parallel to the development of the projects

- An advocacy toolkit comprising of documents and videos for the promotion of the projects within the Department and at conferences, seminars and professional development programs
- The exploration of opportunities to enable collaboration between the content producers on these projects.

Greater investment was made in this round by the Department funding both a professional development and a research component. Therefore, the role for the Library also expanded.

The Library facilitated research by engaging two researchers to explore the processes for content development. The research included interviews of the project managers half way through the project and again at the end of the twelve-month content development process. The object of this research was to determine the processes used to develop the content and areas that needed improvement. It also looked at the amount of communication that flowed between the Department and the projects via the State Library. Some of the findings are presented later in this paper.

The Library was fortunate to be involved in this project and is grateful to the Department for the opportunity to play an important role in the production of digital content. For many, the big question remains, “Why was a library involved in an education department’s content production project?”

The original project was called Knowledge Bank: Next Generation and essentially was a collection of digital products with metadata attached. This was made available to teachers and students in a way they already understood, via a catalogue. In essence what the Department was providing was the “Victorian Digital School Library”. It was important to position the State Library as a partner from the very beginning, as it is the institution’s area of expertise.

The State Library was also chosen as Project Manager for FUSE as it has a history of managing and delivering online education projects. The Library holds the position of being seen as an “honest broker” within all the different content partners. It is an organisation that is both a content producer and a project manager that understands the concerns on both sides. The role, at times, required sensitive, diplomatic negotiation skills as there was an element of risk involved because the content developers had been engaged under a grant process rather than a contract process. From the outset the exact parameters of the content were not completely defined which enabled some very robust conversations leading to much stronger projects.

Benefits to Stakeholders

The FUSE content project produced significant benefits for Victorian education at school and systemic levels, for the project partners and for the Library as project manager.

The Library had been engaged with a majority of the content partners on various projects over the years so already had established working relationships. This meant that from the very beginning a good sense of community was present amongst the group. This was strengthened by informal occasions, the establishment

of a FUSE Ning and a Facebook page. Sharing ideas and providing advice to each other was very much evident on the professional development days when Project Managers were brought together as a vibrant learning community.

An additional benefit that the Library offered the Department was its understanding of the workings of a government or not-for-profit organisation. As a cultural organisation with limited content production funding and a year, sometimes two years, out program schedule, it understood the difficulty of embarking on a twelve-month online project. Often resources have to be pulled from other areas of the organisation to complete the project. Naturally this places extra stress on business as usual.

The content partners' feedback on the support provided by the Library was, for the main, positive. However, there was some confusion about the relationship between the Department and the Library, access to IT experts to provide technical advice and the desire for more networking opportunities (Department of Education and Early Childhood Development, 2011b).

“SLV has been an important part of the project. They have given us relative freedom and not been too bureaucratic. The ability to talk informally has been important.” Content partner (p 20).

Professional Development for Content Producers

As an institution dedicated to knowledge and learning, the Library was very well positioned to provide professional development to the content partners. A series of experts was engaged over the twelve-month project period, to provide a variety of information. It included a *Critical Friends* program to ensure that project managers and content developers had a bipartisan expert off whom to bounce ideas and seek support.

The professional development program started with practical sessions on how to write a project charter and how to meet the Department's requirements, and moved on to more complex issues of intellectual property, copyright and user experience. These are detailed below.

FUSE Project Charters – Workshop for Project Managers.

This workshop provided an opportunity for all FUSE Project Managers to discuss the Project Charter and any issues that may have arisen. Advice was provided from lessons learnt from the last round of FUSE funding to assist the Project Managers with the completion of the document.

Free Online Professional Development – Personal Learning Network

One team member from each FUSE project was offered the opportunity to complete a 12-week online mentored program. The opportunity to network came from completing the course with other content producers doing the program. The *Personal Learning Network* was developed by the School Library Association of Victoria and the State Library of Victoria.

Free for Education Resources; how to find, use and produce them

The topic explored how this new generation of eLearning materials for teachers and students who now work and play in a Web 2.0 world can be used, reused and shared with other teachers and students with few if any restrictions on the way.

Access to Experts

A range of opportunities were provided for the content producers to hear from and work with a range of experts to inform pedagogy, understanding of Web 2.0 and game design. Experts included Stephen Heppell, Mark Pesce, Will Richardson, Paul Callaghan and Jussi Pasanen, and details of their programs are provided below:

i. Stephen Heppell: Workshops

Stephen Heppell (www.heppell.net) is an English educator who specialises in the use of ICT in education. He is a Professor at Bournemouth University, Chair in New Media Environments, Emeritus Professor Anglia Ruskin University, Visiting Professor, University of Wales, Newport. Professor Heppell focussed on the pedagogy underpinning each project. The subtle shifts in focus that occurred during that day made a great difference in terms of the project's success.

ii. Mark Pesce: Presentation and one-on-one

Mark Pesce (markpesce.com) is known as an inventor, writer, entrepreneur, educator and broadcaster. This session presented content developers with best practice Web 2.0 examples from around the world, using them to build an understanding of how Web 2.0 influences the choices made in educational design. Furthermore a one-on-one workshop working directly with Mark to think through and develop the Web 2.0 aspects of the projects was also made available. As Mark had been on the original selection panel he reflected on the comments the panel had made about each project and checked progress of each.

iii. Will Richardson: A presentation and conversation

All FUSE content creators were invited to a presentation by, and discussion with, US educator, Will Richardson (weblogg-ed.com). Will is the author of *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms*, and has been writing about the intersection of social online learning networks and education on Weblogged.com

iv. Paul Callaghan: Interactive media design session

Paul Callaghan (www.paulcallaghan.net) is a freelance writer and independent games developer. He is also the Director of the *Freeplay Independent Games Festival*. Three projects were identified as having gaming components. Paul Callaghan ensured that content was not excluded for the sake of game playing and that the game elements for these projects was engaging and rewarding.

v. Jussi Pasanen: Usability presentation

Jussi Pasanen's (www.jussipasanen.com) areas of expertise include interaction and information design, usability and user experience. All project

teams were invited to a usability presentation, which focussed on usability and basic techniques that could be applied to FUSE projects.

vi. Winding up your FUSE Project

This final session explored the processes to upload content to FUSE and completion of the acquittal process.

This comprehensive program, in addition to the feedback provided at formal and informal checkpoints has strengthened the skills and understanding of the participating organisations to develop student-centred digital content into the future. The feedback on the program was gathered via a questionnaire on the group's Ning, where information was constantly being shared. In summation,

“After attending the sessions, most participants said they did things differently as a result of what they had learnt. One respondent said they found the sessions challenging. Others said that they helped shape the direction of the project, clarified thinking, resolved problems, made projects more student-centred, widened networks, led to an increase in the interactivity of their project and helped shape guidelines for copyright provision. The critical friends program was also praised.” (Department of Education and Early Childhood Development, 2011b, p 20).

Informal opportunities for professional development also proved to be highly valuable for stakeholders. For example, the use of blogs and online galleries where students could post their creations such as stories, artwork and music, were features that were included by many of the content producers in the Expression of Interest. For many content producers, the use of these tools by students often required new processes to meet student online safety and privacy requirements. Careful consideration needed to be given to the type of personal information and parent/caregiver permission required where students had to register for projects, as well as the moderation of any student-produced content that was posted to a site. This was sometimes a slow, iterative process for some content producers as they worked with both the State Library and the Department to meet the Department's requirements. The outcome has been increased awareness of student online privacy and safety by the content producers, which can be transferred to other projects. Furthermore, the different approaches taken by content producers has resulted in a range of solutions which can be adopted and adapted by other organisations in the future.

Professional learning that is curriculum-focused will continue to be available to teachers, to support them in integrating the use of the digital content into their classroom program, including the use of the Ultranet. Professional learning will also be offered through the Department's Virtual Conference Centre, enabling teachers to meet online and be guided through the resources, hear from teachers who have been using them, as well as from the content producers who developed them from any internet-enabled computer. The Library developed the Professional Development Program for teachers in partnership with teachers. In this sense, the digital content provides an ongoing opportunity to build teacher capacity in the use of Web 2.0 tools and to plan purposeful learning opportunities for students. It provides

teachers with the opportunity to reflect on the changes to pedagogy required in order to maximise the potential of these tools.

Learning and Teaching Opportunities

The projects offer teachers a wide range of teaching opportunities, cater for different ICT skills and confidence levels and cover many curriculum areas. They provide students with the opportunities to be creators and problem-solvers, to work individually or collaboratively, and support learning in real-world contexts. Many of the projects enable students to participate as members of moderated online learning communities, with students taking a key role in leading their learning. Some examples include:

- *Act Wild* (Zoos Victoria) – using the resources included on the site, students can find out about different animals and ways in which they can take real action to protect threatened or endangered species.
- *Travel Bugs* (Asia Education Foundation) – this social learning network enables students to virtually travel the world to develop understanding of different cultures, connecting and collaborating with peers along they way.
- *VidFest* (SYN Media, Foundation for Young Australians) – these resources for students and teachers provide a guide to video production and managing an online video festival.
- *Virtual History Centre* (History Teachers' Association of Victoria, Public Record Office of Victoria, State Library of Victoria) – this game-based learning environment presents the historic Quarantine Station at Point Nepean as a virtual world for students to explore and challenge their knowledge of history.

Two other projects, *Playground Finder* and *Work Right* were developed as apps by the Teacher Learning Network, offering different opportunities for students. *Playground Finder* encourages senior students to find and review playgrounds as a community service. *Work Right* was developed for students starting a work placement or who are starting work for the first time. It provides information about their rights and responsibilities in the workplace and enables them to share their stories with others.

These examples indicate the variety of learning and teaching opportunities available through the projects. With most projects being completed in the second half of 2011, it was too early at the time of writing to develop indicative user reports. However, the following data for three of these projects, from 1st July to 16th November 2011, shows audience potential for these projects in schools.

- Inside a dog: 387943 views
- Playground finder: 287978 views
- Merspi: 135985 views.

Ongoing monitoring of the page views and uptake by schools will continue throughout 2012.

Learning for the Department

The FUSE digital content project has strengthened the Department's understanding of stakeholder management and the engagement required to develop complex and multi-layered digital content. The Department's *Stakeholder Engagement Framework* (Department of Education and Early Childhood Development, 2011a, p. 2), recognises the importance of stakeholder engagement to the successful delivery of programs and services, and includes as one of the benefits for stakeholders "the opportunity to contribute as experts in their field to policy and program development." To meet the brief required for the digital content, content producers needed to bring together content and technology knowledge with a strong pedagogical foundation. As such, the project provided the opportunity for the participating organisations to highlight their content expertise in a highly innovative and exciting project.

Grants to the content producers ranged from \$20,000 to \$250,000, with an average grant being approximately \$110,000. The range of content producers who participated in the FUSE project included large cultural organisations such as Museum Victoria and the Arts Centre through to teacher professional associations such as the Victorian IT Teachers Association and the History Teachers' Association of Victoria. (The complete list of content producers can be found in Appendix 1.)

An evaluation of the FUSE digital content project (Department of Education and Early Childhood Development, 2011b) found that for the larger FUSE projects, content producers put together multi-disciplinary teams to include expertise in instructional design, curriculum knowledge, understanding of teacher professional development, as well as technical skills and understanding of Web 2.0 functionality. For the smaller FUSE projects, there was often a key person to drive the project who had many of these skills, or small teams were created which offered a mix of these skills. The smaller content producers also tended to contract out the technical and design elements, which required the development of detailed specifications and deliverables. Finding the right contractor for the technical build was critical to the success for many of the projects. The Library was able to draw upon its current network and its past experience of developing online content to advise the content producers about possible contractors and freeware solutions. Ultimately it was up to the content managers to engage the technical experts who would meet their unique project requirements. However, the need for more technical support is an important learning for future projects.

The Department developed the *FUSE Content Development Guidelines*, the purpose of which was to "provide the standards and the focus for the quality assurance process for the uploading of digital content into the FUSE portal" (Department of Education and Early Childhood Development, 2011c, p. 6.) It provided detailed information on the technical specifications and requirements of the content such as the file types and metadata fields, as well as criteria for curriculum, pedagogy and teacher professional learning.

The Guidelines also provided content producers with information about the Department's requirements for intellectual property, copyright and online privacy. All content developed by the content producers was required to be available freely for public use, able to be modified by the public, and able to be copied and

communicated for educational purposes. The Guidelines was also a critical document for the content producers as it provided them with the necessary information against which to check the requirements in order to formally submit their completed project (Appendix 2).

While the evaluation indicated that many of the content producers found the Guidelines to be too long and complex, it has provided the Department with a comprehensive base, which it will continue to refine, and from which to communicate its requirements and standards for future online content development. One change being considered is including the technical sections of the Guidelines as an appendix to emphasise the importance on quality content and pedagogy. The re-development of the Guidelines with representatives from the various organisations to inform the process is also a consideration.

A further learning for the Department, and indeed all of the stakeholders, was the need for flexibility, particularly in the early stages as the projects moved from planning to execution. Some project managers were able to expand on their original Expression of Interest as their understanding of Web 2.0 technology and students' capacity to use the tools developed. For some of the smaller organisations, external contractors such as designers and software developers needed to be engaged and this sometimes resulted in the need to re-adjust technical or creative aspirations in order to align to budget and timeframe. Ongoing conversations throughout the process, managed by the Library, meant that changes to project scopes could be negotiated to the satisfaction of all stakeholders.

In order to provide a legacy for the projects after completion of the grant period, the Library recommended the establishment of a cohort of teachers and students that would be available to meet once a year to evaluate the progress of FUSE and to provide ideas for future FUSE projects. This group's role is to discuss the types of technology and information they were using personally and whether they saw the possibility of an application for these technologies in FUSE. In seeking genuine engagement from students and teachers, the Department is exploring ways to inform future content development and FUSE functionality. The members of the panel are from a variety of schools that have different levels of technology integrated in their learning. The first meeting of the Panel took place in May 2011, at the Innovation Showcase Day held by the Department.

Perhaps the most interesting comment on the day was from a student in response to the question: "What questions should we ask you?"

The student's response: "How do we teach the teachers?"

Conclusion

At the end of 2011, the Department had thirty-one Victorian-produced education products developed as part of the FUSE project, each one individual and drawn from the strengths of the organisation that created it. Their incredible diversity is a result of employing the grant model, which allowed for emergent solutions. Under a more stringent contractual model, it would not have been possible to brief for these innovative and engaging projects.

This program of projects has resulted in a rich understanding of enhancing student learning by bringing technology, partnerships and content expertise together. It was an innovation through which the Department was able to build the capacity, and, at the same time, extend the perceptions of some of Victoria's key cultural, professional and not-for-profit associations about engaging, collaborative, digital content. The unique, multi-faceted role of the Library as both project manager, on behalf of the Department, and content producer, was instrumental to building relationships, guiding ongoing conversations, providing opportunities to address any issues or risks to the projects and capacity-building. Ultimately, however, the benefit is to Victorian students and teachers through access to high-quality interactive digital content, which reflects a contemporary Web 2.0-rich world.

References

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State Library of Victoria February 2010a, *The Vision and Principles Behind Content Generation for FUSE*. Internal document.

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State Library of Victoria February 2011, *Promotion of FUSE Content*. Internal document.

List of Content Producers

Project Name	Organisation Name
Art Room 2.0	Art Education Victoria
Travel bugs	Asia Education Foundation
15 Second Place	Australian Centre for the Moving Image
Phat Poetry	Complete Works Arts Education
Discovering Diversity	Cultural Infusion
One place, many stories'	History Council of Victoria
1000 Poppies	HTAV
Playing for Real	ICT in Education
Making History	Museum Victoria
Web Elements Engaged	School Library Association of Victoria
WEE SOLVE it inquiry online	School Library Association of Victoria
Merspi for independent learning	School Library Association of Victoria
Inside a dog	SLV - State Library of Victoria
Virtual History Centre	HTAV /SLV
The Model Citizen	Social Education Victoria
RIP Music	Soundhouse Music
IncrediBubbles	Soundhouse Music
VidFest	SYN Media
Rights and Responsibilities @work	Teacher Learning network
Playgrounds	Teacher Learning network
Page to Stage	The Arts Centre
POSTi!	The Arts Centre
CC sMASH	The Arts Centre
Virtual Sports	VITTA
Act Wild	Zoos Victoria

Appendix 2

FUSE Funded Content - 2010/11 End Project Report

Details			
Project Name			
Project Description			
Project Manager		Email:	Ph:

Schedule	Baseline	Actual	Variance	% Variance
Start Date	1 July 2010		000 days	00.0%
Finish Date	June 30 2011		000 days	00.0%
Budget	\$0,000.00	(Did your organisation contribute extra resources?)	\$0,000.00	00.0%

Compliance Checklist	Yes/No & Comments
Verify the FUSE icon is located on the landing page of the digital resource, and there is an associated link which directs users back to the FUSE teachers landing page	Yes <input type="checkbox"/> No <input type="checkbox"/>
The DEECD logo and correct acknowledgement is displayed within the resource? (See the FUSE Data and Communication Guidelines for Content Development document (previously known as GOTME))	Yes <input type="checkbox"/> No <input type="checkbox"/>
Content conforms to the FUSE standards as outlined in the FUSE Data and Communication Guidelines for Content Development document. i.e. metadata, searching and accessibility?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Intellectual Property has been adhered to as agreed in the Project Charter?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Appendix 2

FUSE Funded Content - 2010/11 End Project Report

The content matches the identified target audience (according to VELS)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If this is an externally hosted resource, the FUSE tracking code has been implemented?	Yes <input type="checkbox"/> No <input type="checkbox"/>
This learning resource has been catalogued into the FUSE Portal and been approved by the FUSE Quality Assurance team? Please contact Sandy Phillips, Manager Digital Content. 9651 3147 if you are unsure of your project's status	Yes <input type="checkbox"/> No <input type="checkbox"/>

Please expand as necessary:

FUSE LRID	Products / Deliverables	Indicators of Completion i.e. URL	Agreed date	Completed date
Eg.Q6ULM6	website	http://www.insideadog.com.au	March '11	March '11

Appendix 2

FUSE Funded Content - 2010/11 End Project Report

Terms of Use – Traffic Light Framework

Verify the ‘terms of use’ outlined in your resource are aligned with your ‘Memorandum of Understanding (Item 2.2 Licensing provisions in respect of the Agency Content)

In terms of the Traffic Light Framework, your resource could generally be classified as:			
White (modify public) <input type="checkbox"/>	Blue (copy public) <input type="checkbox"/>	Green (modify ed) <input type="checkbox"/>	Yellow (copy ed) <input type="checkbox"/>
All users can copy <u>and</u> modify <u>and</u> republish for educational purposes	All users can copy for educational purposes, but <u>not</u> modify <u>or</u> republish the content	Authenticated educational users can copy <u>and</u> modify <u>and</u> republish for educational purposes	Authenticated educational users can copy for educational purposes, but <i>not</i> modify or republish the content
If content is hosted on an external site, does the copyright statement on the site match the traffic light you have allocated in FUSE? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Does the resource itself contain a statement outlining the permissible use of the resources for education audiences? Eg 'This material can be freely copied, modified and communicated for educational purposes'. Yes <input type="checkbox"/> No <input type="checkbox"/>			

Appendix 2

FUSE Funded Content - 2010/11 End Project Report

Please identify any pages/sections within your resource which differ from the specification made above:

URL of page	Title of page	Traffic light colour designation	Reason
e.g. http://www.slv.vic.gov.au/ergo/bushfires_NEW	Bushfires	Blue	Photograph is still in copyright, permission has not been granted for modification or republication

Please provide the contact details of the individuals and organisation that will be responsible for future maintenance / moderation of the resource?

Name:	Email:	Ph:
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The signing of this document by all parties signals the closure of the contract with the DEECD

Project Manager's signature:	Signature:	Signature:
Name: Agency:	Rita Ellul Manager, Digital Learning	Project Owner, DEECD

