Exploitation plan

December 2012

1 Introduction

This document outlines the exploitation plan for the SpeakApps project, based on the conceptual framework set out in the document *A Framework for Sustainability.* Exploitation and sustainability activities have been ongoing throughout the project life cycle and incorporated in each workpackage. The exploitation plan sets out the project results considered by the project partners as exploitable. Three overarching categories for these results are considered, namely 1) pedagogy and professional development, 2) community building and 3) platform and tools. Exploitation strategies for these results comprise three components: consolidating, multiplying, and mainstreaming strategies. The exploitation of the results is supported by a business model or framework that is cognisant of the main SpeakApps competitors, the partners' financial constraints and opportunities, and target user groups. The latter have been identified throughout the project through surveys and outreach activities. The main target users are foreign language teachers who want to provide their students with further opportunities for spoken production and interaction. Other potential stakeholders and end-users of the project results include researchers, software developers, administrators, policy-makers and indeed the project partners themselves and the exploitable results of the project have been presented to these user groups through many of the dissemination activities engaged in by the partners. The focus of the exploitation plan is to set out the principles of a business framework to facilitate and enable the development and exploitation of the SpeakApps project results into the short to medium term. A key element of this framework is the potential commercialization of the SpeakApps Virtual Classrooms and platform and a proposal to adopt the software as a service paradigm to support exploitation.

2   Exploitable project results

The project's exploitable results are set out in the following table.

TABLE – EXPLOITABLE RESULTS

Exploitable Results	Description of results to date
Pedagogy and Professional Development	
Scenarios and tasks for spoken production and interactions	• Tasks developed and piloted during project lifecycle in project target languages; Catalan, Dutch, English, Irish, Polish, Swedish available in SpeakApps Open Educational Resource
Pedagogical models	• Models used and further developed by SpeakApps Partners o Sociocultural and ecological models (DCU & JYU)
Teacher training syllabi/models	• Pilot online teacher training course (UOC & RUG) • Teacher training model (JYU & DCU) • On-site training courses (All partners)
Teacher training materials	• Locally designed and produced materials
Community Building	
SpeakApps user base	• All teachers involved in pilot activities
Local communities	• Teaching and academic communities in Spain, Ireland, Finland, The Netherlands and Poland constructed during project • International teaching communities – Australia
Platform and Tools	
SpeakApps Platform	• Based on a Moodle platform with integrating virtual classrooms, SpeakApps Tools, Task Repository, Discussion Forum, and User Support System
LangBlog	• Open Source and Open Standards
Tandem	• Open Source and Open Standards
Open Educational Resources	• Open Source and Open Standards
User Support System	• Integrated within SpeakApps Platform • Technical and user manuals • Support for standalone installations, technical guides and source code located on http://www.sourceforge.net
Other	
Sustainability framework	• Sustainability framework for language e-learning research and development projects

3 Exploitation Strategies

3.1 Consolidating Strategy

Consolidation of the new practices and tools has been a key objective from the beginning of the SpeakApps project. SpeakApps partners will continue to use and enhance existing tools and resources for a period of **one year** after completion of the project. Established local communities will be nurtured and provided with access to the SpeakApps platform and resources, also for a period of **one year** after completion of the project. The sustainability framework will be further refined and tested.

3.2 Multiplying Strategy

The multiplying strategy spans a period of **two years** after completion of the project. It focuses on:

- **The continuous expansion of tasks available through the task repository**. The database incorporates tools for uploading, downloading, retrieving, and reviewing tasks. Existing and new users will be encouraged to create and share new tasks.
- **The availability of the source code of the SpeakApps Platform and Tools to the wider community**.
- **The growth of the SpeakApps user base and local communities** through local and global training workshops, face-to-face and/or online, and the continuing use of social media to publicise the SpeakApps tools.
- **A business model** designed with a view to ensure the financial viability of any future growth of the user base.

3.3 Mainstreaming Strategy

Depending on partners' exploitation interests, opportunities and constraints, and capacity, some or all of SpeakApps results will be mainstreamed in the partners' practice over a period of **three years** following the completion of the project.

- **Pedagogy and professional development models and resources** will be deemed mainstreamed by one or more partners, associate partners, and new users when SpeakApps tasks, pedagogical models and training courses are integrated in the curriculum and institutional training and development programmes.
- **The SpeakApps global and local communities** will be deemed mainstreamed when these communities are the main port of call for language professionals interested in developing activities and tasks for the teaching and learning of spoken language.
- **The tools** will be deemed mainstreamed by one or more partners and associate partners if and when they are fully integrated into institutional platforms. This entails having the source code validated and accepted by open source or commercial developer's communities, such as Moodle.org, so that the required plugins can be easily re-installed with any official upgrade of the relevant VLE.
- **The sustainability framework** will be deemed mainstreamed when it underpins other projects designs and exploitation frameworks.

4 Partners' individual exploitation plans

4.1 UOC

4.1.1 Exploitation opportunities and interests

Throughout the project, UOC was responsible for all technological developments related to SpeakApps. The UOC team thus has the knowledge and know-how necessary to ensure the maintenance and further development of the SpeakApps products and services.

During the lifecycle of the project, UOC has also established a strong network of interested Catalan institutions, which are currently piloting the tools: four universities, four secondary schools and two vocational institutions. Abroad, a university in Australia, one in the UK, and one in France have also expressed interest and are currently piloting the tools.

In addition, UOC has expertise in the online delivery of language courses and teacher training programmes. Nine thousand students are currently registered with the UOC School of Languages. The mainstreaming of SpeakApps tools in the UOC classrooms will facilitate the enhancement of the teaching and learning of spoken skills to all students concerned.

4.1.2 Actions

UOC will:

- mainstream the use of LangBlog and Tandem by integrating them into the UOC classroom as long as technically feasible;
- continue to disseminate project results through teacher training, conferences and participation in teachers association workshops;
- continue to maintain and support the task repository for a period of a year after completion of the project;
- further develop and share tasks and teacher training resources and materials with the SpeakApps user base;
- continue to provide local and online teacher training programmes;
- continue to maintain and support the SpeakApps platform and tools for a period of one year for use by partners and associated partners;
- further develop the business model outlined in this document and find budget with the aim of ensuring sustainability and exploitation after one year.

4.2 DCU

4.2.1 Exploitation opportunities and interests

DCU has considerable expertise in online teaching and learning, which it has identified as a key element of its pedagogical framework for the coming years. The University is further enhancing its national role as a centre of excellence Educational Technology research and practice through the forthcoming establishment of the Centre for Digital Learning. The University is also committed to research sustainability in all its dimensions.

In addition, Fiontar and the School of Applied Language and Intercultural Studies have expertise and a strong interest in pedagogical development, language teacher training, language policy, CALL research and development, and the sustainability of CALL projects and outcomes.

4.2.2 Actions

DCU will:

- continue to research, develop and validate, in co-operation with JYU, the sustainability framework developed throughout the project lifecycle;
- further develop and validate sustainable pedagogical professional development models suitable for the online teaching and learning of spoken skills;
- continue to develop tasks and scenarios for the online teaching and learning of spoken skills for Irish and other languages taught by the two schools (i.e. Chinese, English, French, German, Japanese, Spanish);
- share tasks, scenarios, and pedagogical models with SpeakApps users;
- run one teacher training event in 2013;
- disseminate results of the above activities through conference papers, seminars, journal articles and book chapters.

4.3 JYU

4.3.1 Exploitation opportunities and interests

The University of Jyväskylä Language Centre (JYU) has a solid expertise base in staff development, new teaching and learning environments and practices. The Language Centre has a key role in pedagogical development within the university as it has a direct contact with all university students. eEducation is one of university's strategic development areas and Language Centre has a central role in developing flexible and dynamic pedagogical solutions for language teaching and learning.

4.3.2 Actions

JYU will:

- continue to research, develop and validate, in co-operation with DCU, the sustainability framework developed throughout the project lifecycle;
- further develop the teacher training approaches and pedagogical models;
- continue the definition of communication skills and competences for higher education language teaching;
- continue to develop tasks and scenarios for the teaching and learning of spoken skills;
- disseminate the results of above activities through conference papers, seminars, journal articles, and book chapters.

4.4 RUG

4.4.1 Exploitation opportunities and interests

The University of Groningen's primary interest is in using the tools for its own students and staff. Such use will be on a not-for-profit basis, driven primarily by the university's mission to enhance teaching and learning in pedagogically innovative ways. The number of users of the SpeakApps tools is expected to reach between 10 and 12 teachers, and between 150 and 450 students in 2013. This may grow to 24 teachers and 900 students in 2015.

In addition, the RUG Language Centre (LC) is considering offering distance language courses. The SpeakApps tools may allow the LC to broaden its market and attract a wider audience of language learners in the Netherlands and beyond.

4.4.2 Actions

Depending on the results of an evaluation of the needs for the SpeakApps tools among Dutch teachers, RUG will:

- continue to use the SpeakApps tools for Language Centre and Faculty language courses;
- continue to develop tasks and scenarios for the teaching and learning of spoken skills for languages offered at the LC and Faculty of Arts;
- continue to disseminate project results through teacher training, conferences and participation in teachers association workshops; further develop and share tasks and teacher training resources and materials with the SpeakApps user base;
- consider the possibility of offering, from February 2013, new online courses integrating the SpeakApps tools.

4.5 JU

4.5.1 Exploitation opportunities and interests

The Jagiellonian University partners have engaged two institutions in the SpeakApps pilot studies: the Jagiellonian University (JU) Centre for Polish Language and Culture in the World and the John Paul II Polish Saturday School in Melbourne, Australia. The JU Centre's main function in the University is to provide programs in Polish as a second language to 400-500 hundred foreign students throughout the year. Additionally, the Centre offers a master's program in teaching Polish as a second language and is engaged in research in second/foreign language learning and teaching. The Centre collaborates with a number of institutions offering Polish language and culture programs outside of Poland. Drawing on its expertise, it actively supports such institutions by providing qualified teachers and language learning materials, and assisting them in the development of Polish language programs. The John Paul II Polish Saturday School is a major Polish language provider in Melbourne, Australia, collaborating with the Centre. The School offers Polish language classes to Polish-background children from Year Prep to Year 10 Level. However, the School plans are to expand its academic programs and start offering a hybrid face-to-face/online program in Polish at the Victorian Certificate of Education (VCE) level (Year 11 and 12) in 2014.

4.5.2 Actions

JU will:

- make available to JU teachers of Polish as a second language all task scenarios, templates and other learning content developed during the project with a view to assist in the development of online Polish language learning units;
- explore the possibility of integrating the SpeakApps tools with the local LMS;
- continue to update and to develop materials in close collaboration with several Polish language teachers who have expressed their interest in the project and have participated in SpeakApps workshops;
- continue to facilitate SpeakApps workshops as needs arise.

5 Business model

The following business model outlines the principles and basis of the SpeakApps proposition beyond the project completion deadline. It reviews the SpeakApps products and services, and their market. It also discusses and contextualizes the business model in respect of the risks and barriers inherent to this project. Cognizance should also be made of the ongoing developments occurring within the Computer-Assisted Language Learning field and also of the continuous advancements in online and web technologies and of other solutions being offered by a range of actors in this space. The business plan seeks to address issues, which will face project partners as they enter into the period beyond their previously outlined exploitation commitments, and provides a framework to engage with governance, support and financial issues which may arise at this time.

5.1 Technical Solution and Architecture

Consideration of sustainability has guided the selection and use of open source technologies underpinning the SpeakApps tools and platform. As mentioned earlier, the project is implementing an international specification model, IMS Learning Tools Interoperability, to support the interoperability of the tools with other Learning Management Systems (LMS) or Content Management Systems. SpeakApps technical solution incorporates three main elements:

1. A place to find information, guides and demos of the SpeakApps tools.
2. A place to download and access SpeakApps tools and tasks for oral skill production and interaction, and to participate in a social network.
3. A place to set up a virtual classroom if you would like to use the SpeakApps tools but do not have an LMS to integrate them into.

The SpeakApps platform is based on a cloud computing infrastructure. The platform will host the SpeakApps tools, provide the capacity to develop a dedicated e-learning environment for individual users and support a social space to exchange and develop pedagogical materials. The SpeakApps tools include an audio blog, a video conferencing tool, a tandem tool and an open educational resources repository. The SpeakApps portal is based on Moodle[1] and Mahara[2] technology. To support the

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[1] *Moodle*:
[2] *Mahara:*

development of an individual e-learning environment, the SpeakApps platform draws on the Amazon EC2[3] web service to provide a customisable cloud computing solution. The following sections provide an overview of the SpeakApps tools, portal and platform.

5.2   LANGBlog

LANGBlog is an audioblog facilitating the practicing of oral skills of a user. LANGBlog functionalities support audio, video and textual posting. LANGBlog is adapted from WordPress – the most common blog technology used on the Internet. Wordpress[4] is an open source web application underpinned by PHP and MySQL. For the SpeakApps platform, LANGblog uses Kaltura enterprise version for recording, storing and streaming audio and video. The WordPress architecture allows for the expansion of the functionality through the addition of plug-ins. LANGBlog has been developed in this way to support video and audio functionalities and to facilitate the integration of LANGBlog into portals and other platforms.

Figure . LANGBlog

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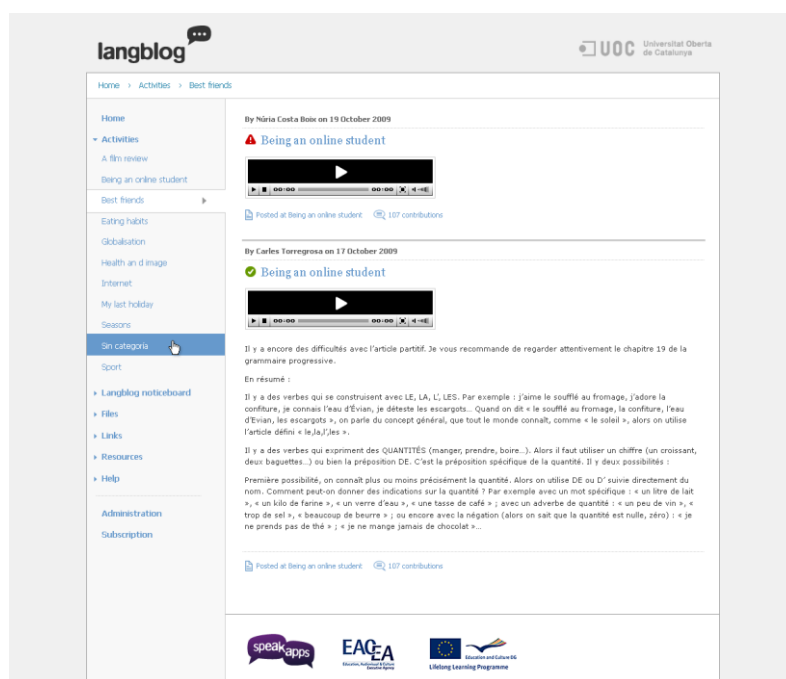
[3] *Amazon Elastic Cloud Compute*:
[4] *Wordpress*:

5.3 Videoconferencing tool

This tool supports a video conference of up to six participants using audio or video. The tool is an open source tool and chat application, underpinned by the following technologies: Java, Flash and Red5. The functionalities of the tool include that each participant can initiate a conference thus supporting both supervised and independent synchronous communication sessions. Other functionalities associated with this tool include the recording and archiving of conferences. An important feature of the tool is its usability i.e. the tool is designed based on the principle of simplicity and to ensure that participants are engaged with learning as opposed to mastering the functionality of the tool or its underlying technology. At present, the tool incorporates these two main features:

1. Videoconferencing and recording tool:

- Up to six participants
- Integrated recording and archiving
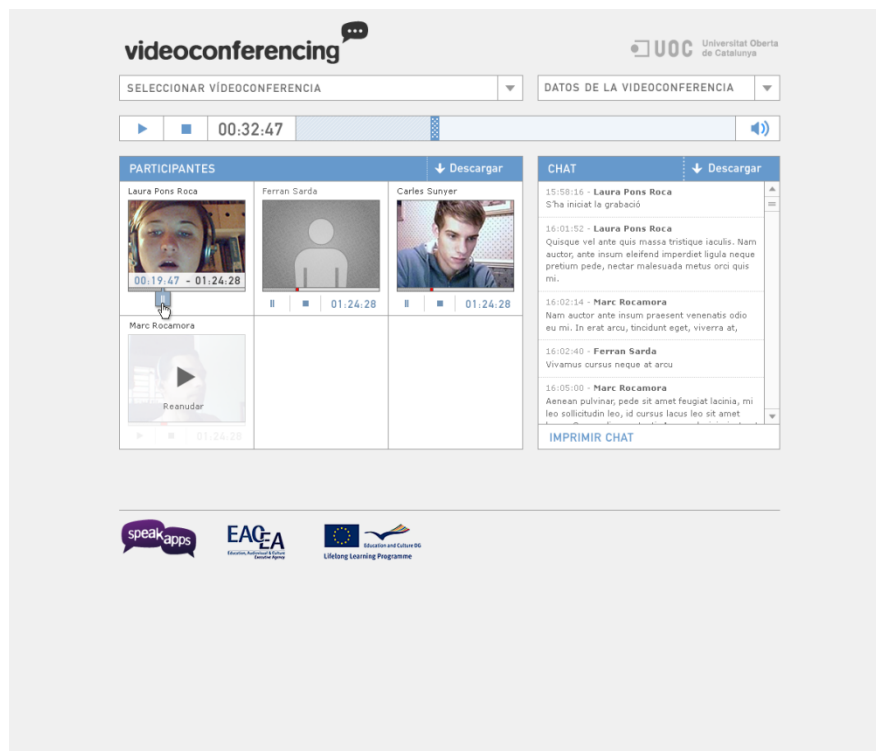- Written chat
- Mute mike option
- Tandem tool integration

2. Player

- Archived file player
- Search facility
- Separate channels for each participant
- Download feature for participants

Figure - Videoconferencing

5.4 Tandem tool

The Tandem tool is designed to support students to work on a task together in a synchronous medium. The tool is powered by PHP and uses the Moodle classroom or a Mahara group to connect two students to complete their language learning task. Students can be given differing content to support their interaction and is based on goal-oriented communication activities. The tool maintains three interfaces for students, teachers and administrators and the tool is independent of the communication technology used. The tandem tool will be part of the SpeakApps platform.

Figure . The tandem tool
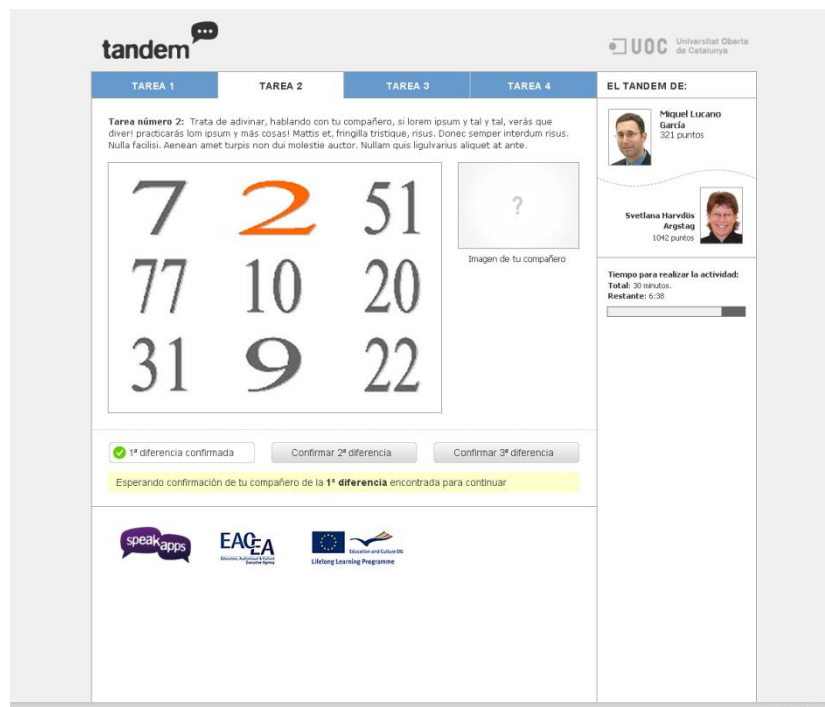
5.5 SpeakApps Open Educational Resources

The SpeakApps Open Educational Resources is based on XWiki; an open source wiki that offers both a generic platform for developing collaborative applications using the wiki paradigm and projects developed on top of it. All XWiki software is developed in Java and under the LGPL open source license. XWiki is a light and powerful development platform that has allowed customization to the SpeakApps pedagogical and technical needs. The OER is an open repository to create, edit and publish teaching and learning projects and activities. The repository is prepared to communicate with the Tandem tool so that activities and tasks can be downloaded in a zip file and uploaded in the tool.

5.6 SpeakApps Portal

The SpeakApps portal facilitates both formal and informal learning opportunities and is based mainly on Moodle Technologies. Moodle is an open source LMS, which allows users to create online learning environments. At present there are over seventy two thousand registered Moodle sites (Moodle, 2011) with over five million courses. The SpeakApps platform makes limited use of Mahara Technology. Mahara is an open source e-portfolio system with social networking features. Its design replicates the modular principles associated with Moodle and both technologies can be readily integrated. The SpeakApps portal will be available to users through a cloud computing paradigm.

5.7 SpeakApps Platform and Cloud Computing

The SpeakApps platform is based in the cloud. Users who have decided to avail of the complete SpeakApps technical solution will access this environment through the Internet. *Amazon Elastic Cloud Compute* (Amazon EC2) will host the e-learning environment. This service provides true flexibility by facilitating the required increase or decrease in computing capacity; it also provides a number of security mechanisms to protect users and resources. An additional benefit of using Amazon EC2 is the pricing structure[5] and the rates paid for computing resources. The pricing model is based on utility, with no minimum fee. This will be further detailed in the final business plan.

Both the open source and interoperability aspects of the SpeakApps project are key for its sustainability and exploitation. Open source for a community of developers to keep enhancing and adapting the tools. Interoperability ensures for a versatile use of the tools, either as a package under the SpeakApps classrooms or as individual tools to be integrated in other LMS.

6 Market Scan and Competitors

SpeakApps tools and applications are situated in a dynamic environment with blurred boundaries. Cloud computing and the paradigm of "Software as a Service", underpin the development of the SpeakApps tools and platform. In spite of the move to a cloud computing environment, the SpeakApps project is cognisant of the attractiveness of LMS systems such as Blackboard and Moodle to support learning. As such, SpeakApps applications are designed to plug-in within these environments. Both the SpeakApps platform and applications have a number of direct and indirect competitors. The following section briefly outlines some of these competitors and their offerings in the context of the mode of communication facilitated by the SpeakApps Applications. Please refer to the *State-of-the-art report for teachers: a review of tools for speaking, Project Deliverable no. 3, December 2011* for further information relating to tools.

6.1 Synchronous Communication

6.1.1 Skype

Skype is an application supporting voice and video calls over the Internet, by using Voice Over Internet Protocol (VOIP). Skype is based on a peer to peer (P2P) paradigm i.e. users download software on their device before being able to connect using Skype. Entry level services are available to users free of charge and include both voice and video calls. Subscription charges are based on service level, based on a utility model i.e. pay as you go. Skype is available on a wide range of devices including Smart phones and Digital TVs. Skype was acquired by Microsoft in 2011.

6.1.2 Google Applications

Google offers a number of applications supporting synchronous communication. Google Chat/Talk and Google Hangout are two examples of these applications which are available free of charge and which are integrated within Google's wider cloud platform accessed via Google's email application, Gmail.

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[5] For information on Amazon EC2 Pricing, see

Google Chat is a plug-in that facilitates both video and audio communication via Gmail with other Gmail users. Google Talk supports textual communication through instant messaging, file transfer and audio conferencing (multiple users). Google Hangouts provide a video and audio working or social space for up to nine users browsing the web, who are invited into that space, thus providing an area for groups. These applications are available to users free of charge and run across devices.

6.1.3   Adobe Connect

Adobe Connect[6] is a commercial platform designed to support virtual communication. The platform technologies support synchronous communication and provide advanced features such as the recording of audio and video interactions, accessing recording must be completed through Adobe Connect i.e. recordings are not saved to local environments. Virtual classrooms can be established in Connect supporting group work and conferencing for up to twenty five participants. A reduced feature version of Connect is also available for mobile devices. Adobe Connect offers a discounted utility and membership pricing model for institutional and individual consumers for both public and private educational concerns.

6.1.4   WebEx Training Centre

WebEx Training Centre[7] is another solution for the corporate and educational online training and learning markets and is a company of the global corporation Cisco Systems. The Training Centre is based on WebEx popular online meeting platform but has been developed to provide additional functionality. This functionality includes features similar to those of Adobe Connect. WebEx Training Centre is interoperable with LMS and support for interoperability is provided. WebEx Training Centre can support up to 1000 participants. WebEx Meeting Centre is a reduced feature version of the feature-rich WebEx Training Centre, which scales from 8 to 500 participants and is available on mobile device. Both standard and upgraded versions of the software are available and the pricing structure is differentiated on functionality and usage arrangements.

6.1.5 Blackboard Collaborate

Blackboard Collaborate[8] is directed at the institutional educational market but also at mainstream corporations with learning or training requirements. The Collaborate platform incorporates video conferencing functionalities and supports virtual classroom environments or meeting spaces. Collaborate consists of a variety of interactive tools. An important feature of Collaborate is its portability onto mobile devices, enabling students to access the platform from a variety of devices. Collaborate can be integrated with an institution's bespoke VLE, LMS or portal technologies, increasing the flexibility of the tool to integrate with an institution's technological infrastructure. Blackboard offer a range of services to prospective institutions from initial implementation to technical support and learning integration.

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[6] *Adobe Connect:*

[7] WebEx Training Centre: http://www.webex.com/

[8] Black Board Collaborate: http://www.blackboard.com/platforms/collaborate/overview.aspx

6.2 Asynchronous Communication

6.2.1 SoundCloud

SoundCloud[9] is based on a social media paradigm and encourages users to register and upload their recordings. Once registered the user uses the software available through SoundCloud to record their sounds or download an application to their mobile phone to complete and upload a recording. Similar to other social media environments, users can share their recordings; feedback can be given from others listening to your recording by using the time-stamp comment feature. A user's recordings can be made available via other social media communities such as Facebook.

6.2.2 YouTube

YouTube allows users to post and share video materials online. YouTube is a subscription based serviced with a wide breadth of functionality based on subscription type. Users have the option of creating their own YouTube channel to author, edit and manage their own posted videos. Users can also share video posting both publicly or through restricted invitation only access for up to twenty five other users. YouTube provides an annotation feature, which allows users to provide textual comment to video materials. YouTube video can be embedded in other platforms and can be accessed and integrated with email platforms such as GMail and social media networks such as Facebook. YouTube's entry level service is free of charge to users.

6.2.3 VoiceThread

VoiceThread[10] facilitates interactive asynchronous collaboration. Users can upload a range of multimedia files i.e. images, video, other documents, which are viewed in a slideshow format with invited participants. VoiceThread allows users to control participants interactions and collaboration and to set access permissions of conversations/or threads i.e. ranging from users being able to watch but not comment to other users becoming co-editors within a thread. Threads can be public or private based on the author's/instructor's preferences. Users can annotate files with comments (delivered in multiple formats) and post their thoughts at specific time-periods in the case of video files. The service is based in the cloud and is offered to users both free-of charge (a limited service of three threads allowed) and through a stepped licensing agreement ranging from individual users to corporate or institutional entities.

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[9] SoundCloud: http://soundcloud.com/
[10] VoiceThread: http://voicethread.com/

6.2.4 Wikispaces

Wikispaces[11] provide collaborative spaces for individuals and organisations to share a range of multimedia. Institutions through the Wikispaces Private Label offering can opt for a secure dedicated wiki environment. Technical support and unlimited storage are provided for though this option. Wikispaces Private Label also features common user directory functionalities, which allow for integration between institutional technologies and the Wikispaces Private Label environment. Although no specific tool for oral communication has been yet made available, audio and video files can be readily uploaded into discussion forums or into other areas of the wiki, supporting asynchronous oral activities. Wikispaces provides a free service for individuals and packages dedicated at educational institutions and corporate entities. The basis of these packages is based on an annual subscription fee, limited to specific number of users. Institutions can opt to include add-ons to the base package for additional fees and therefore customise the service that they receive.

6.3 Platform

The SpeakApps platform can be considered as a learning management system (LMS) or virtual learning environment (VLE). The LMS market is dynamic and consists of both commercial and open source players. Examples of commercial companies in this market include Blackboard and examples of open source companies include Moodle and Joomla[12]. A joint venture by Google and Pearson, indicate the continued evolution of this market with the launch of OpenClass[13] a free LMS – which provides course management tools and advanced social networking and community building capacities (Fischmann, 2011). The focus of this project has been to develop open educational resources and the analytical capacities of Google Apps into an LMS environment. A number of Educational Institutions primarily located in the United States have adopted OpenClass as their bespoke LMS. The platform is provided at no cost to participating institutions and API are available for development.

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[11] Wikispaces: http://www.wikispaces.com/content/teacher
[12] Joomla: http://www.joomla.org/
[13] OpenClass: http://www.openclass.com/open/home/index

7 Risks and Barriers

The global economic downturn and the challenges it presents is a significant barrier to the exploitation of the SpeakApps project. The following risks and barriers have been identified:

- The progress and refinement of CALL pedagogy is on-going amongst researchers, developers and practitioners. SpeakApps tasks are underpinned by established as well as emerging pedagogies; significant enhancement of pedagogy would require an evaluation of the appropriateness and fitness for purpose of these tasks and might require reformulation.

- It is envisaged that advances in CALL-related technology will continue at pace, which will influence the language learning landscape (see for examples advances in 3D virtual environments).

- Increased user digital literacy and competencies, necessitate that the SpeakApps tools and platform are continuously developed to meet user digital expectations and usability requirements; an example of this risk is to maintain the platform in line with Moodle releases.

- The proliferation of free online courses by major global players in this space signifies a tangible competitive risk for the SpeakApps platform and tools. Internationally recognised Higher Education Institutes have announced their commitment to providing introductory course across a wide range of disciplines. The attractiveness of completing a taster course with one of these top-ranked institutions could prove more appealing to language learners rather than engaging in an online class facilitated by SpeakApps but delivered by a local provider.

- The market scan section of this plan illustrates the global technological and commercial players, who are increasing their foothold and gaining recognition as facilitating synchronous communication through their integrated online communication and (social) networking tools. The scale of these players and their capacity to dominate the market is a significant risk to the SpeakApps paid learning environment, particularly if the functionality of the integrated and online communication tools expands. The proliferation of tools for example rivalling the SpeakApps VideoChat tool demonstrates the market risk associated with the SpeakApps Tools.

- A further technological risk associated with VideoChat is the cessation of support for Flash-based technologies amongst web browsers. VideoChat is therefore considered by project partners as being an unviable exploitable project result.

- The short to medium term commitment of project partners to sustain the project presents another risk to the project. Resource pressures in each partner's institutional context may restrict the capacity of the institution to dedicate resources in the short to medium term.

- A shortfall in revenue from the SpeakApps classrooms to cover the maintenance and development costs associated with the project would place strain on the viability of the partners to sustain the platform and tools. This risk has the potential to significantly limit the capacity of the project to survive beyond the project life-cycle.

7.1 Engaging with the Risks and Barriers

The range of exploitable actions of each project partner set out in section 4.1.1 of this document may go in some way to offset the implications of the aforementioned risks and barriers to the exploitation of the SpeakApps results. Project partners are proactively engaged with research and investigation in the CALL field, therefore pedagogical developments will be readily monitored from a variety of research perspectives. The commitment of partners to provide tasks in year one post project will ensure that any changes to pedagogies will be reflected in those tasks uploaded to the SpeakApps Open Educational Resources repository.

Project Partners have limited capacity in terms of resources to incorporate substantial changes to technology into the SpeakApps platform and its associated tools. Project partners however, envisage technological stability in relation to the underpinning technologies associated with the SpeakApps Platform and the LangBlog, the Tandem and the OER tools. Changes to the support for Flash based technologies, have stymied the development of the VideoChat tool and as such necessitate an in-depth review of the underpinning technology associated with video conferencing. As the risk of substantial changes to facilitating technologies such as web browsers is high, the project partners consider the further development of VideoChat based on Flash technology to be unproductive in this context.

Project partners have committed to acting as SpeakApps representatives within their national contexts and to engage in further dissemination and research activities. It is therefore considered that this agency will further promote and disseminate the SpeakApps platform and tools and engage a broader spectrum of end-users. Recognising the limiting capacity of resources the project partners have defined the exploitation plan and the proposed business model cognisant of the severe restrictions being borne by project partners in their national and institutional contexts.

8 Exploitation of the SpeakApps Project Results

Each partner has set out how the actions that they will individually take to continue to exploit the results of the SpeakApps project. Further to these actions, the project consortium share the view that there exists an opportunity to continue to develop the SpeakApps platform and tools (LangBlog, Tandem, SpeakApps Open Educational Resource). The consortium has agreed in principle to extend its activities beyond the original project end date of the 31st of December 2012. This agreement includes the accessibility of the SpeakApps platform to project partners to continue to facilitate and support institutional requirements. The arrangement incorporates a resource investment by partners to cover not only the costs of the SpeakApps platform and tools and any further development and refinement of same as agreed to by the consortium but also those costs associated with the exploitation of the range of SpeakApps results. The SpeakApps partners considered a number of options in relation to the exploitation of the platform and tools. Partners agreed that LangBlog, the Tandem tool and the SpeakApps Platform and Virtual classrooms presented the most viable exploitable results. A variety of potential services related to them were considered and agreed upon these included:

Service 1 – The SpeakApps tools, tasks and SpeakApps virtual classroom would be made available to users as a package or individually via the SpeakApps platform

Service 2 – The SpeakApps tools would be integrated into users VLEs or that a link is established to the SpeakApps platform

Service 3 – That users could go to a SpeakApps enabled website and use specific tools on that website without entering the SpeakApps Moodle platform

It was concluded that service 1&2 would be engaged in during year one post project and that service 3 would be considered and initiated in year two, as part of a further consolidation strategy. As previously outlined in the risks and barriers section, SpeakApps partner institutions are under considerable financial constraints, therefore to advance the service options as outlined above, careful consideration of the financial implications and costs of exploiting the SpeakApps results have been made. Consideration was also given to the possible commercialisation of the SpeakApps Virtual Classrooms service and that the provision of this service may offset exploitation costs incurred by partners.

The potential of commercialisation from the SpeakApps project is balanced by the open source and free of charge deliverables which have guided the SpeakApps project. SpeakApps tools are available to be integrated free of charge, provided that users have the resources and appropriate technical skills or support to do so. SpeakApps have provided guidelines to facilitate users in this action. The SpeakApps tools have been designed based on IMS Learning Tools Interoperability specification; therefore they can be integrated into a wide range of existing educational, content and social media platforms such as Moodle, Blackboard, and Mahara. All teaching and learning materials will be accessible under a Creative Commons licence, similar to the one applicable to this document (e.g. BY, NC, SA). The project partners have developed associated learning materials throughout the lifespan of the project which will also be available to users. Project partners however, have provided feedback into the consortium of the prospective SpeakApps users in their own national context who wish to incorporate the

SpeakApps tools but do not have either the technological capability to do so or do not have a bespoke LMS. The design of service one and two will therefore seek to address this prospective user base by delivering the SpeakApps platform and tools on the basis of software as a service.

8.1 Financial Aspects

SpeakApps partners have outlined their commitment in this exploitation plan to sustain the project post completion. Many of the exploitable results will continue to be provided to users with them occurring no costs to access these facilitates either on the SpeakApps platform or as the result of commitments made by project partners. These commitments will be fulfilled by partners using their own resources or from external funding and indicative costs are inter alia as follows:

Professional development & Pedagogy

- Designing and delivering training activities
- Task development and monitoring in SpeakApps Environment

Community Building

- Administering and organising community activities

Tools & Platform

- Costs are described in the following section

The UOC will continue to maintain the SpeakApps platform and tools after the project is completed. In order to support UOC in this endeavour, the business model allows for the provision of the subscription based dedicated e-learning environment with virtual classrooms for users. This ancillary service, based on the concept of "software as a service", will provide a range of LMS or VLE functionalities to users. The service will be offered using a subscription paradigm, with subscriptions used to service technical and administrative costs of hosting, maintenance and further development. Another alternative is to offer the tools as pluggable to the institutions' LMS, without the SpeakApps virtual classrooms. It is considered that depending on the institution type and infrastructure the interest will be towards one model or the other.

An estimation of the total costs of these activities will be based on the initial projected user statistics and a modest progressive increase in these numbers in the first twelve months post–project deadline. It is envisaged that the income achieved through the user pricing plan detailed below will meet the fixed costs associated with this endeavour, although no significant developments to the service i.e. portability to mobile device have not been considered in this context although viewed as an important feature amongst prospective users.

To assist in the setting up of an appropriate price plan for the SpeakApps Virtual Classrooms, an appraisal of competitors pricing strategies was completed. Although further analysis needs to be done. A feature of these plans is the differentiation made between a single instructor licence, departmental licence and a corporate or an institutional licence. Furthermore, these licences can be enhanced with add-ons based on user requirements. The business model proposes to adopted a similar pricing and service strategy for the SpeakApps Virtual Classrooms and the tools individually and includes:

1) A single instructor licence with an upper threshold of fifty students per classroom, the number of user registrations can be increased subject to a fee.
2) Departmental licence based on a volume purchase by an institution up to fifty unique instructors with 5.000 students.
3) An institutional site licence with up to 100 unique instructors and 10.000 students.
4) Higher numbers will be analyzed on a case per case basis. The concurrence of users is the main technical issue to be considered.

To estimate the potential total income accruing from this user pricing model, the numbers of those engaged with the SpeakApps Virtual Classrooms, not including the project partners test and pilot classrooms, is outlined in Appendix 2. A scenario based approach has been adopted to illustrate revenue and outgoings based on a 5%, 10%, 15% increase and decrease in the projected user figures. The projected modest income derived from such provision however, will only meet a proportion of the expected maintenance and development costs. An initial angel investment in the region of €5000 will be necessary by each partner in the consortium to ensure the viability of the endeavour. Other institutions will be contacted since the ideal amount for support and maintenance would be to to hire a software developer. In line with competitors the SpeakApps licences will be customisable therefore allowing the individual institution or instructor to select and refine the licence agreement most suited to their needs, Appendix 3 provides further details of licences. Instructors and institutions will be able to change the maximum file upload or increase storage facilitates based on their requirements. In this sense, another important aspect to take into account is the number of video and audio recordings for LangBlog. A higher number of multimedia files might require an extra cost.

8.2 Governance Arrangements of the Consortium post Project End Date

The partners of the will be provided with an institutional account of up to 100 students at no cost for at least a year after completion of the project. After the period of a year, UOC as the stewards of the platform and tools and owners of the associated intellectual property, will engage with those partner institutions that are committed to continuous use, maintenance and development of the tools, with a view to develop a new agreement. This agreement will set out governance principles and medium-term operational activities, as well as the financial agreement relating to the maintenance, development and support of the platform and tools, along with an agreed process for meeting income and expenditure arising from these activities beyond the principles as set out in this document.

9 Dissemination

There exists a link between the exploitation of the project and dissemination activities carried out throughout the project, this section relates the dissemination activities therefore in terms of the exploitable results of the SpeakApps project. The SpeakApps dissemination plan submitted to the Commission set out the dissemination activities of the project partners during the lifecycle of the project. Dissemination activities have been focused on the SpeakApps target audiences as defined in this plan and include national and international actors. The SpeakApps online presence (website, YouTube cannel twitter) has served as a public forum to engage with the wider public and audiences therefore is not considered in this section.

Dissemination of the SpeakApps project in terms of the three categories of exploitable results; pedagogy and professional development, community building and platform and tools but also included a further category involving the sustainability framework. Examples of national dissemination activities directed at policy makers, practitioners, academics and other end-users undertaken by the SpeakApps project partners, are described in the following table:

UOC	Presentation to the APAC (English Teachers Catalan Association) annual conference February 2011.
	Presentation about SpeakApps to Catalan on-line instructors and teachers from the UOC Languages School.
	Seminar for Catalan teachers at the UOC about SpeakApps
	Internal dissemination at the UOC: eLearn Center, Office of Learning Technologies, School of Languages and a first hands-on workshop about the LANGblog tool for language teachers.
	Conference presentation at Annual Conference for language teachers in the province of Tarragona (Nov 25/6th 2011)
DCU	Seminar in DCU on 15th of September 2011 on CALL for 28 Irish tutors and lecturers from third level institutions
	Dissemination in conjunction with student survey (from 25th October – 18 November). Nine Irish institutions were contacted, introduced to the SpeakApps project to their Heads of School / Department.
	Presentations made to a number of secondary schools. The SpeakApps project featured heavily as an example of the University's commitment to progressive teaching. Meeting held with Leinster representative of Second Level Support Service (SLSS), for Irish on the possibility of using the tools in Secondary Schools
	Briefings with AdoptAnIrishLearner.com, to examine the opportunities presented

	by SpeakApps projects
	Meeting and presentation of SpeakApps with Irish Government Minister for State of the Department of Ars, Heritage and the Gaeltacht
	Seminar on oral language production and the SpeakApps project to University and Linked College Staff, facilitated by the Learning Innovation Unit.
RUG	Teachers training in Groningen and online training in Maastricht for SpeakApps.
	Presentation for German teachers training in September on SpeakApps tools.
	Presentation on social media and SpeakApps at the University of Antwerp in March 2011 (Linguapolis (Language Centre)
	Internal dissemination about the SpeakApps project and tools to RUG teachers involved in telecollaboration; initial conversations with teachers interested in developing the Spanish and French language versions.
	SpeakApps presentation. NUT – Association of University Language Centres in Flanders and the Netherlands
JYU	SpeakApps presentation at the Language Center Days 2011 in Tampere, Finland.
	SpeakApps presentation at the Language Campus seminar in Jyväskylä, Finland.
	Multiple lectures on future of language learning.
JU	Presentation of the SpeakApps project to the academic staff of the Centre for Polish Language and Culture in the World in September and linking it to the Centre's plans to start offering online Polish language courses.
	Presentation of the project objectives to a group of academics from several Krakow universities during a seminar held at the JU Centre for Distance Education in October 2011.
	Presentation of the SpeakApps project to the members of the Academic Board of the JU Faculty of Polish Studies in November 2011.
	SpeakApps poster presentation submitted and accepted by the academic committee of the "Tertium Conference", Krakow March 2012.

A series of international dissemination activities directed at policy makers, practitioners and academics has also been undertaken by SpeakApps project partners and include:

- SpeakApps stand at the Media & Learning 2011 conference in Brussels, 24 & 25 November.
- Presentation at the CALICO 2011 (Victoria, Canada) about the SpeakApps Project and its telecollaboration services.
- SpeakApps presentation. Eurocall CMC & Teacher Education SIGs Annual Workshop, Bologna (Italy)
- SpeakApps poster at the EUROCALL 2011 conference in Nottingham
- Presented SpeakApps to LIDILEM (University of Grenoble) researchers
- Lecture for teachers, researchers and administrators, 22 & 24 October 2012, Lund, Sweden

SpeakApps project partners have committed themselves in their own exploitation action plans to continue to engage in dissemination activities in the period post the project. Furthermore, the dissemination of exploitable results will be further achieved through SpeakApps continued online presence, as well as the availability of the SpeakApps Tools source code on www.sourceforge.net. These activities will ensure that a range of target audiences will continue to be engaged and exploit the SpeakApps project results.

10 Appendices

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10.1 Appendix 1 - User pricing projections

USER PRICING PROJECTIONS 2013

	Projected numbers	Annual € Fee per licence type	Scenario 1 100%	Scenario 2 95%	Scenario 3 90%	Scenario 4 105%	Scenario 4 110%	Scenario 5 115%
Single Instructor Licence	20	Free						
Departmental Licence	5	3890	19450	18478	17505	20423	21395	22368
Institutional Site Licence*	3	5000	15000	14250	13500	15750	16500	17250
Total	28		34450	32728	31005	36173	37895	39618

* Licence fee determined on a case by case basis - fee estimated

10.2 Appendix 2 – SpeakApps Virtual Classroom Licences

	Single Instructor	Departmental Licence	Corporate Site Licence
Number of instructors	1	50	TBD
Number of students	Max 50	Max 1000	TBD
Number of classrooms	1	50	TBD
Oral language learning tasks*	✔	✔	✔
SpeakApps Tools (Tandem, LangBlog**, SpeakApps OER)	✔	✔	✔
Customisable permissions	-	✔	✔
Institutional domain name	-	-	✔
Technical Support***	-	-	✔
API: IMS LTI Integration	-	✔	✔
Total Activities	5 per course	8 per course	10 per course
Maximum Individual File Upload	10 MB	10 MB	10MB

* For the Single Instructor option, he / she will upload the oral learning activities and tasks to the SpeakApps OER.

** LangBlog costs depends on its usage: number of activities, number and length of multimedia files and files viewed.

*** Technical support documentation is available to these users through the SpeakApps projects. Technical support in this incidence will include a basic service level agreement to provide on-demand technical support and help-desk services to the contracting institution but not for end users. It is strongly advised that each institution will have a dedicated person to attend end users. SpeakApps support can be contracted for 3800 euros in the Departmental Licence option.