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# Digital Libraries and Elearning *Florence May 2007*



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# Some drivers for elearning

- Learner learns at own pace and time;
- New ways of widening participation?
- Supports life long learning
- New modes of course structure and delivery;
- Quick development of new courses
- No geographic boundaries;
  - Supports distance learning;
- Learning centred on the Learner;
- Meet student expectations for IT;
- Technical Innovation;
- More economy in delivery;

# UK Context

- Vast majority now using elearning in one way or another
- Key developments are Blearning/Dlearning/Mlearning
- But perceived disadvantages:
  - Cost and time involved – up front costs
  - Staff Resistance to culture change
  - Need for large scale staff development
  - Pedagogy unproven
  - Assumes IT know how
  - Needs greater support 24/7
  - Doesn't suit all students

# Virtual Learning Environments or LMS

- Manage and Deliver content (increasingly separate)
- Authoring Environment
- Support communications
  - Synchronous and asynchronous
- Manage courses
- Manage students
- Manage assignments
- Manage tests

## VLEs .....

- Off-the-shelf packages (e.g. Blackboard aka Webct)
- Open source packages (e.g. Moodle, Sakai, Boddington)
- Bespoke packages
- Hand-crafted course/web-sites

- Teaching Staff want to:
  - Locate and deliver resources for learners
  - Build citations and/or externally held resources into course content
  - At “reading list” and “activity” level
  - Retain their intellectual property

- Learners want to:
  - Easily locate resources and click through to full text/image;
  - Access references and/or externally held within resources in course content
  - Build their own resource collections

## Hence

- Need for systems which are ***interoperable*** with external resources and seamless to users
- Which can deliver a variety of resources to the student desk top wherever, whenever ie global authentication;
- Can manage that process on behalf of faculty and students.



# Content for Elearning

- Academic content e.g. notes
- Web sites
  - Images
  - Audio
- Licensed content
  - E books
  - E journals
  - E reserves/short loan/textbooks
- Packaged courses

# Where does content come from.....

- Authored by teacher
- Copied into VLE from digital repositories
- Bought as complete packages
- Links to open web resources
- Link to internal/on site digital repositories
- Link to external repositories
- Link to external licensed repositories

Complexity



A "Cosmic" View of the  
 Repositories Space  
 (Wheel of Fortune)

© Kerry Blinco & Neil McLean,  
 2004

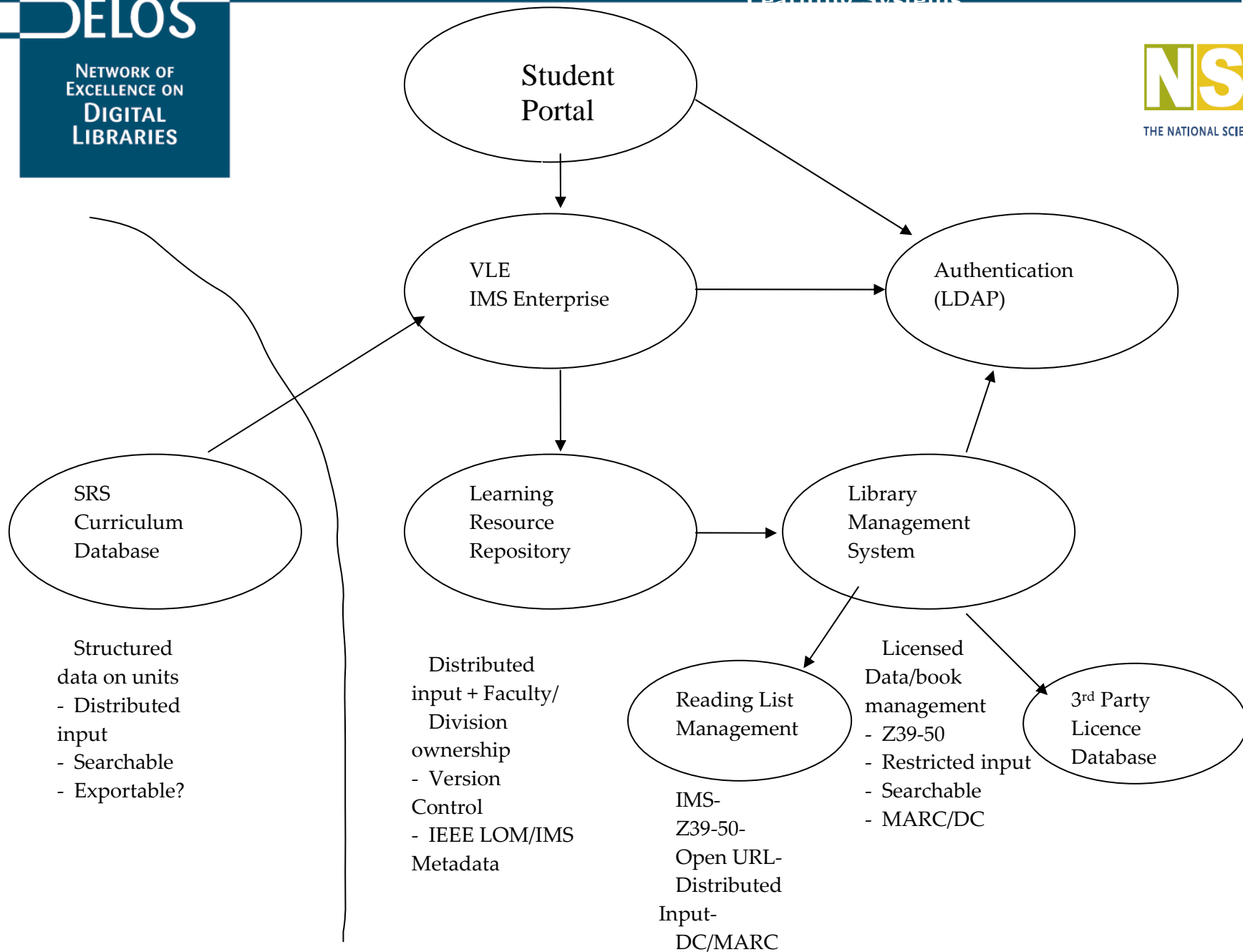
Figure 3. Cosmic View of Repositories (McLean, 2004)

# Reusable content

- Idea of content disaggregation
- Re build and re-purpose content to create new/different learning outcomes
- Content derived from repositories
  - Merlot
  - Jorum
- But no great evidence of need (see Friesen)

## Rationale for digital library/VLE integration

- Digital library can be managed (as a shared resource) whilst VLE resources are localised;
- Students preference to stay inside domain (VLE); students 'live' in VLE; learning is contextual
- Linking is simple via URL etc



# Citation List Tool



[Logout](#)

My Workspace | [Administration Workspace](#) | [Sakaibrary Test](#)

## Resources

- [Home](#)
- [Users](#)
- [Aliases](#)
- [Sites](#)
- [Realms](#)
- [Worksite Setup](#)
- [MOTD](#)
- [Resources](#)
- [On-Line](#)
- [Memory](#)
- [Site Archive](#)
- [Help](#)

### Add Citations

Citation List: **New Citation List**    Citation Count: 0

Add citations to the list using one or more of the methods below. Review the list to edit citations, title the list, and add it to your resources.

Search library catalog, article databases, and other resources.

Search world-wide database of scholarly resources. Click on the "Add to CTools" link in the Google Scholar search results to add selected citations to this citation list.

Add a citation by typing in data.

Sakai Administrator

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Management Consultancy - WebCT 3.0.23 - Microsoft Internet Explorer

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Address [http://reekie.ucs.ed.ac.uk:8901/SCRIPT/ManagementConsultancy/scripts/serve\\_home](http://reekie.ucs.ed.ac.uk:8901/SCRIPT/ManagementConsultancy/scripts/serve_home) Go Links >>

The University of Edinburgh MYWEBCT | RESUME COURSE | COURSE MAP | HELP

## Management Consultancy

[Home](#) > [Course Material](#) > [Table of Contents](#) > [Additional Reading](#)

ACTION MENU: [Previous](#) [Next](#) [Contents](#) [Retrace](#) [Refresh](#) [Bookmarks](#)

### Additional Reading

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Because a lot of the material we use is contemporary publications, some materials will be distributed prior to and during the course, in a course pack

The following will also be helpful reading.

Schuyt, Theo NM and Schuijt, John JM: "Rituals and Rules: About Magic in Consultancy"  
(available via course materials )

Block, Peter, *Flawless Consulting* (Jossey-Bass Pfeiffer, 2000)  
(available via Amazon)

Pinault, Lewis, *Consulting Demons*. (Wiley, 2000)  
(available via Amazon)

Mats Alvesson "Knowledge Work and Organisational Forms" *Journal of Management Studies*, 1993.

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# Management Consultancy

Home > Course Material > Tutorial Material > Handouts > Ritual and rules

# Rituals and rules: about magic in consultancy

Rituals and rules: magic in consultancy

Theo N.M. Schuyt

*Vrije Universiteit, Amsterdam, The Netherlands, and*

John J.M. Schuijt

*KPMG Management Consultancy, The Hague, The Netherlands*

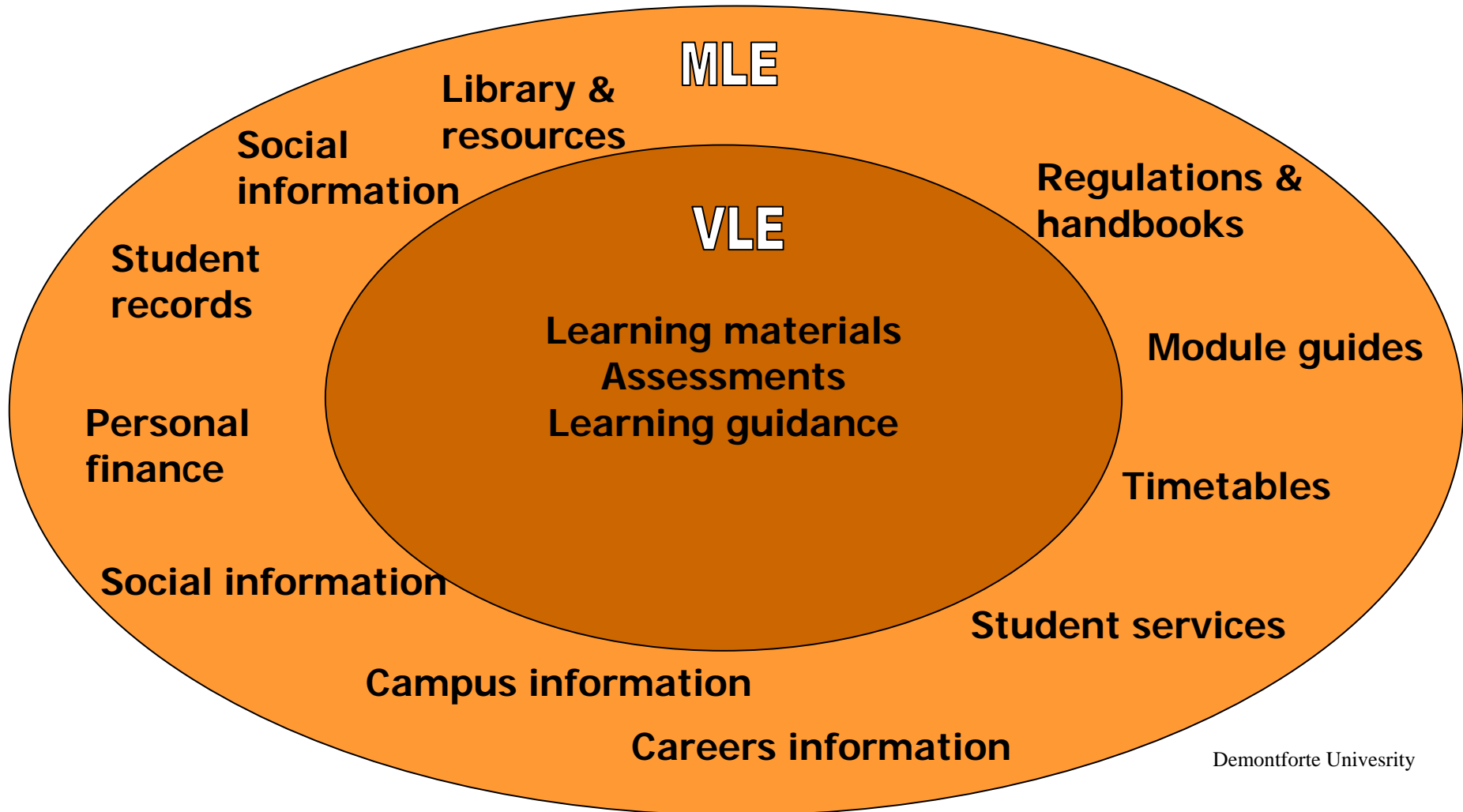
399

## Introduction

Consultants advise on processes of change within or between organizations, the consultant operating as a direct "change agent" (Armenakis and Field, 1993; Beckhard and Pritchard, 1992; Buchanan and Boddy, 1992; Conner, 1993). When the consultant arrives on the scene, the people directly concerned are often in a state of confusion: they are

## MLEs

- Links to other management systems such as student records;
- Links to portfolios/assessment records
- Links to timetabling
- Links to libraries
- Provides for student perspective eg student portal



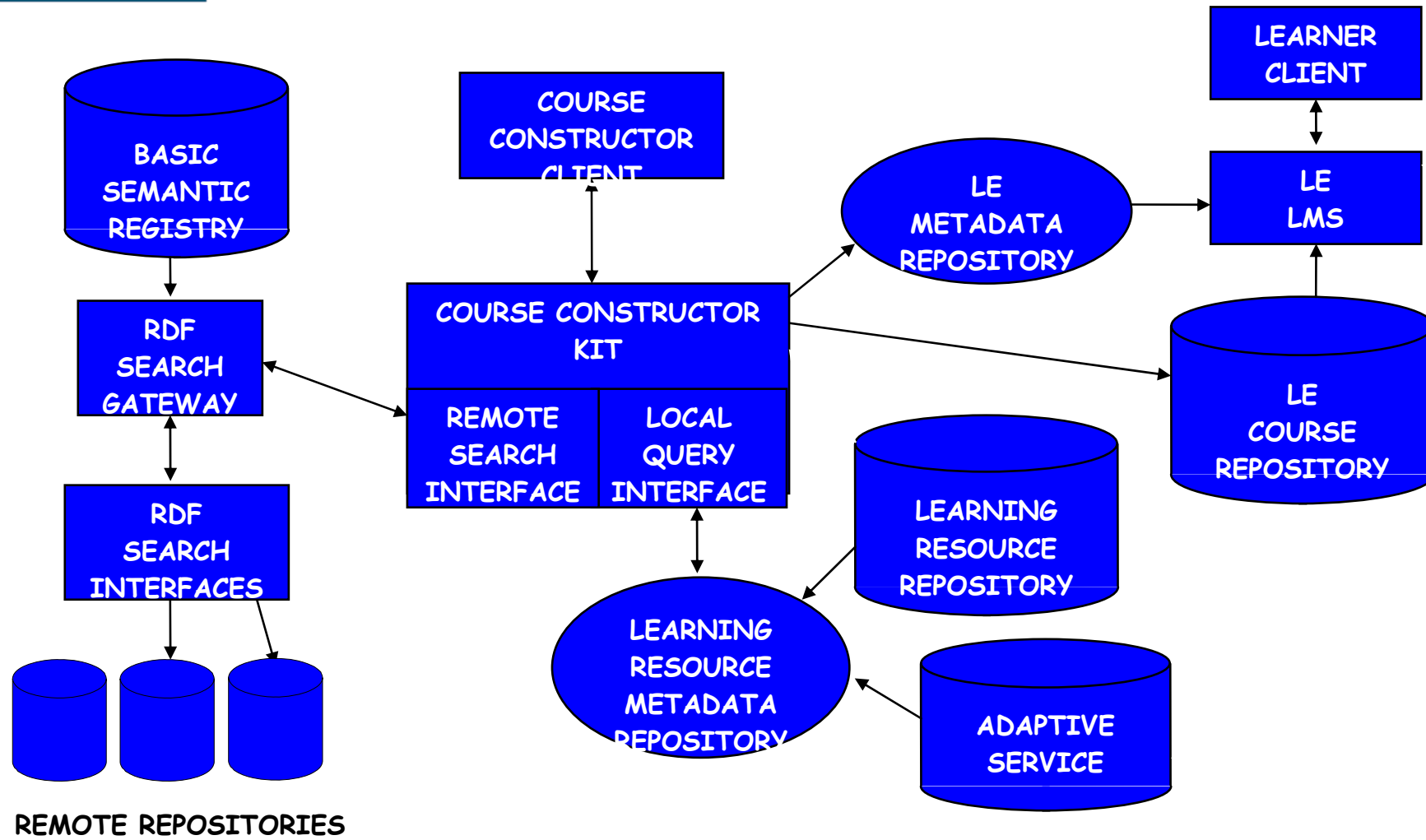
# Progress through projects

- Less risk attached for any single University  
More sharing of expertise
- Can be strictly evaluated  
But
- Need to embed in structure once complete
- Funding through:
  - CEC/UK (JISC)/Governments

## Some projects

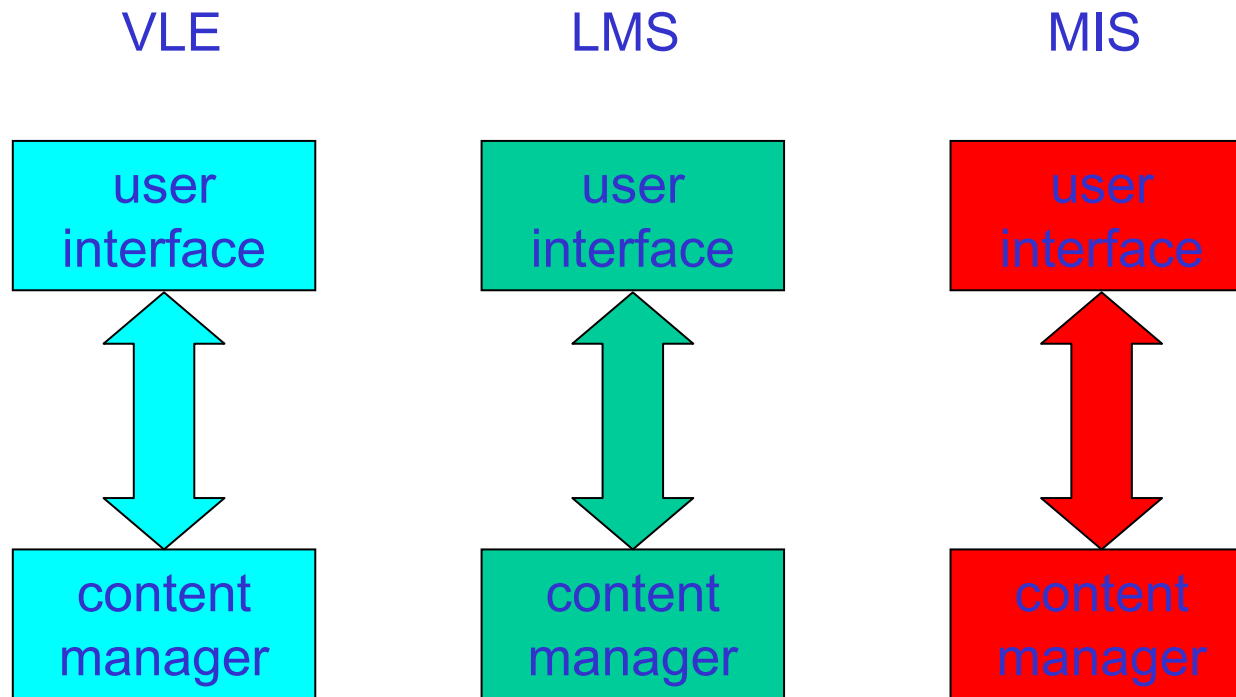
- Angel
- Colis (Australia)
- Devil
- DiVLE
- Easel (europe)
- Econtent and Econtent plus (Europe)
- Linker
- Olive
- etc

# EASEL Architecture



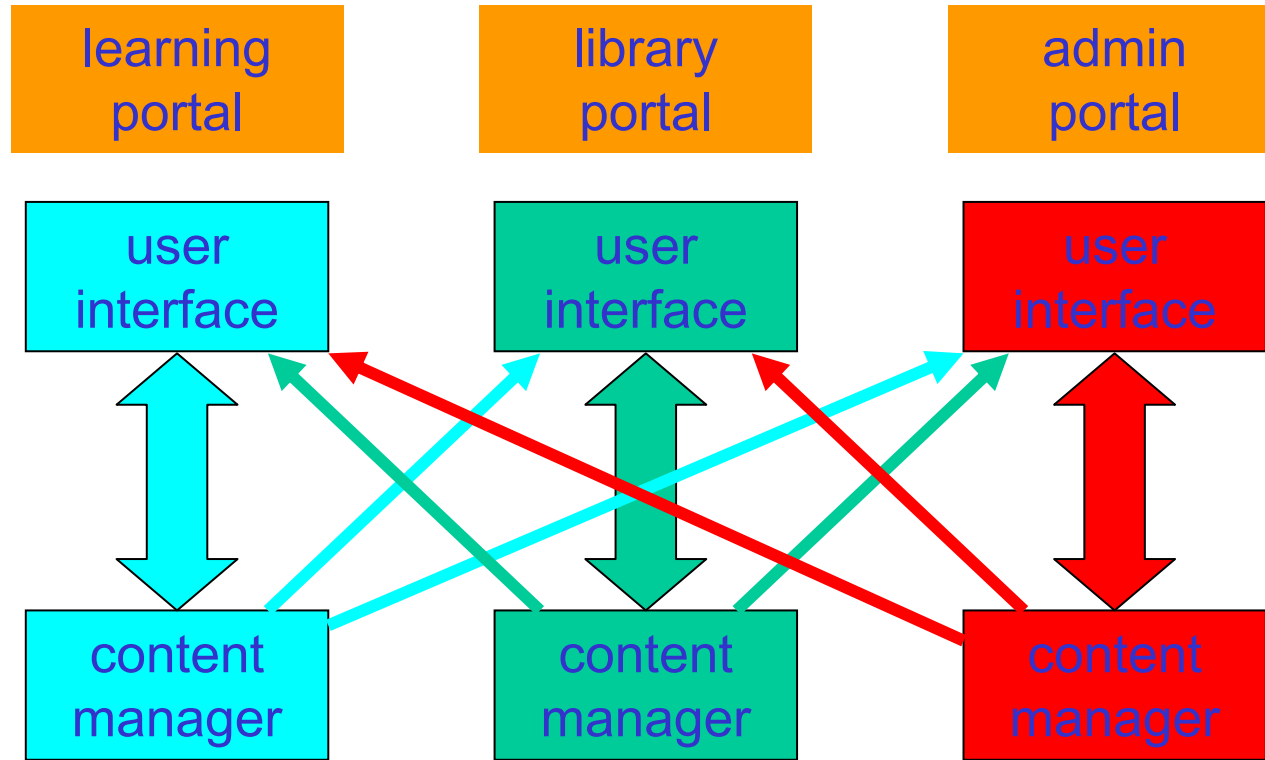
- Authenticated Networked Guided Environment for Learning
- Funded by JISC under Programme 05/99, 'Developing the Distributed National Electronic Resource for Learning and Teaching'

# Lots of Interfaces to Separate Things



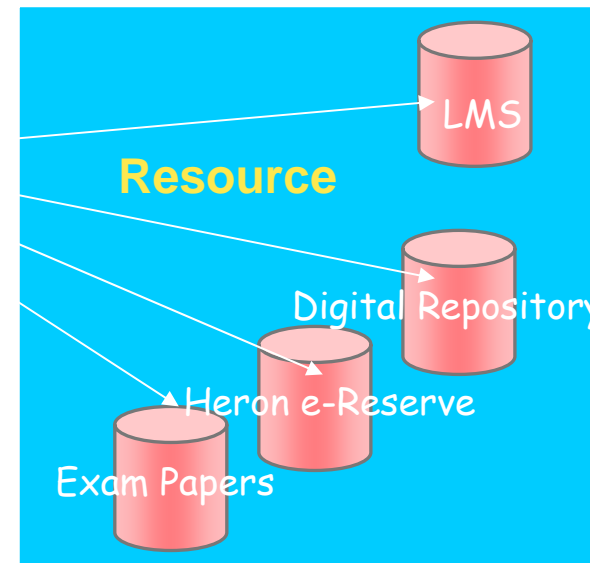
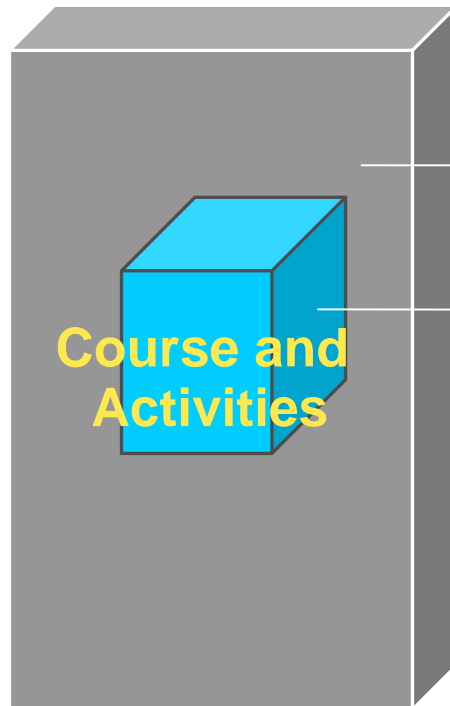


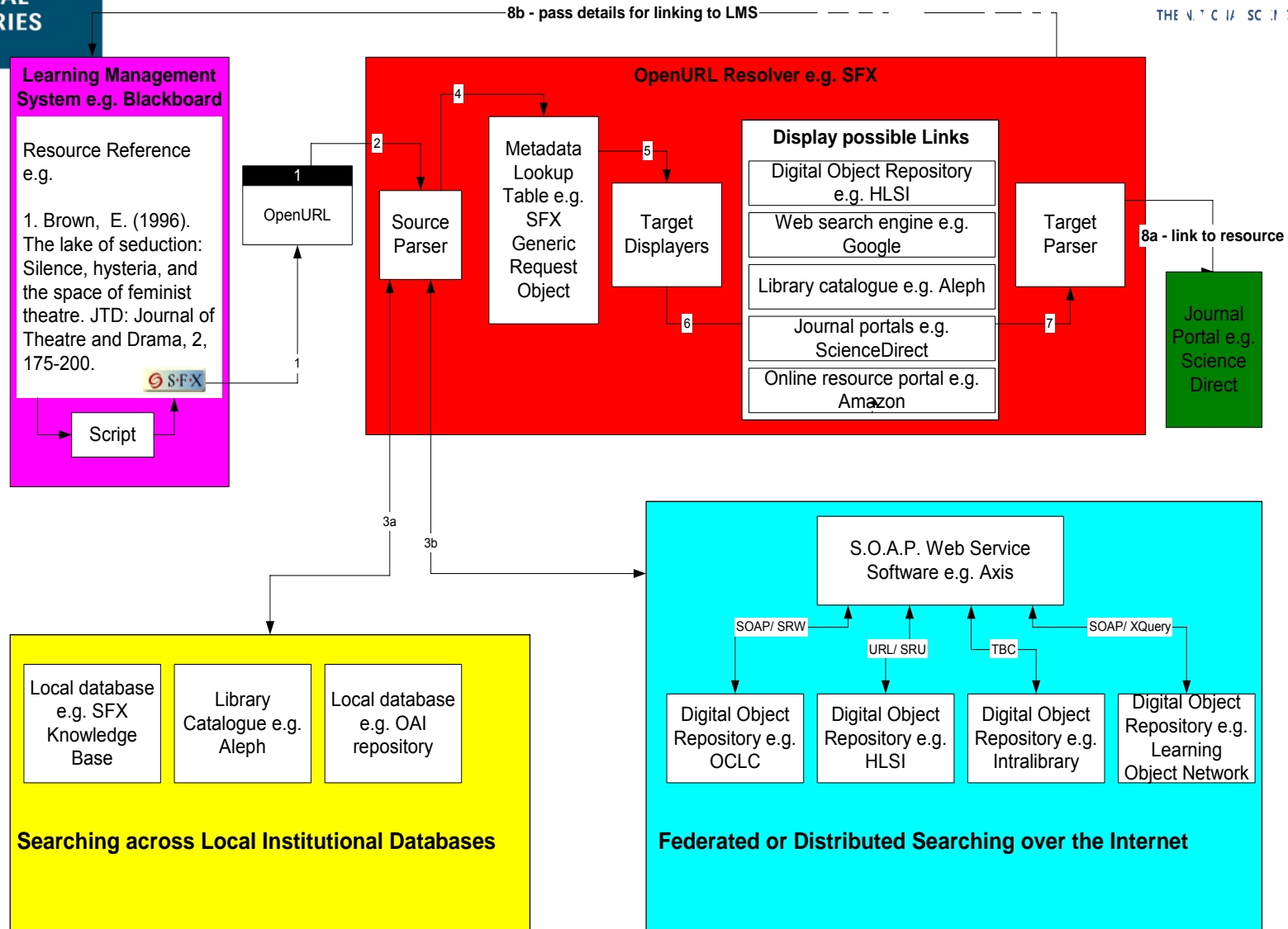
# Lots of Interfaces to Most Things



...users get a choice of purpose-specific interfaces, but also access to (some) content from other purpose-specific systems

# The JISC DiVLE Programme





- Contentplus programme
- Decision
- Country coverage
- Work Programme
- Is
- Proposals
- Experts
- FAQ
- Closed calls
- Projects
- Funded projects
- Report templates
- Events
- Info Days
- Stakeholders' meetings

**ACTIVITIES :: eContentplus** 

## eContentplus programme

**On 9 March 2005 the European Parliament and the Council approved the eContentplus Programme, a multiannual Community programme to make digital content in Europe more accessible, usable and exploitable.**

The 4-year programme (2005-08), proposed by the European Commission, will have a budget of € 149 million to tackle organisational barriers and promote take up of leading-edge technical solutions to improve accessibility and usability of digital material in a multilingual environment.

The Programme addresses specific market areas where development has been slow: **geographic content** (as a key constituent of public sector content), **educational content** and **digital libraries (cultural, scientific and scholarly content)**. The Programme also supports EU-wide co-ordination of collections in libraries, museums and archives and the preservation of digital collections so as to ensure availability of cultural, scholarly and scientific assets for future use.

[More >>](#)

The eContentplus programme will make digital content in Europe more accessible, usable and exploitable.

### News

- [European eGovernment Awards - Only two weeks left \(29/05/07\)](#)
  - [The ICT Policy Support Programme recruits independent experts \(10/05/07\)](#)
  - [New website of the ICT Policy Support Programme launched \(20/03/07\)](#)
- [More news...](#)

### Funding

- [eContentplus Call for proposals 2007 - Guide for proposers just published. \(Deadline: 04/10/2007\)](#)
- [More funding opportunities...](#)

- eLearning: IMS, IEEE LOM, SCORM...
- Libraries: DC, z39.50,
- Plus internet.....
- And stuff in the middle: XML, JSR
- IMS now “overlaps” with Reading List, Digital Repositories

## About IMS

- Non-profit worldwide consortium
  - Sectors represented: Standards bodies, Domain consortia, Learning providers, Government agencies, Content providers, Technology vendors, Researchers, Labs & Test beds
- Creates e-learning specifications
- Adoption and best practice
- Collaboration between e-learning constituencies focused on specific segments of the market;

# IMS Specifications

**Content Packaging**  
**Metadata**  
**Enterprise**  
**Learner Information**  
**Question and Test**

**Simple Sequencing**  
**Digital Repositories**  
**Learning Design**  
**Accessibility**

## Content Packaging (v1.1.2)

- Provides a way to package learning information and metadata:
  - Packaged Learning Objects
  - Bundled Question and Test Objects
  - Learning Information Packages
  - Sequencing Information
  - Learning Design Support
  - Adopted by US DOD for SCORM



# IMS Digital Repositories Interoperability Specification

- Provides a basic interface recommendation to allow the following operations:
  - Federated data-base architecture
  - Search / Retrieve / Update
  - Based on XQuery and Z39.50
  - Final specification due by end of 2002

# Metadata

- Need for metadata which puts content into context (pedagogic metadata)
- Need for descriptive metadata
- Standards
  - IEE LOM
  - IMS learning Resource metadata standard

## Libraries are changing...

- Cannot be isolated from institutional goals and objectives
- Will need to focus more explicitly on the needs of users in the light of increased competition
- Universities need to reflect the changing agenda of a distributed user community;
- Information needs will be diverse in format and scope but will be focussed on specific outcomes
- Will need to work in partnership with others to provide holistic support to students;

# Implications for libraries

- Increasing responsibilities for digital assets
- Exposing services in novel ways
- Marketing and exploitation plans
- Be responsive to needs - “outwards facing”
- New roles e.g. electronic copyright clearance
- Issue of “content plagiarism”
- Converge towards sector standards in handling meta-data
- WWW vs national vs regional vs local resources
- Need to provide information literacy and IT skills

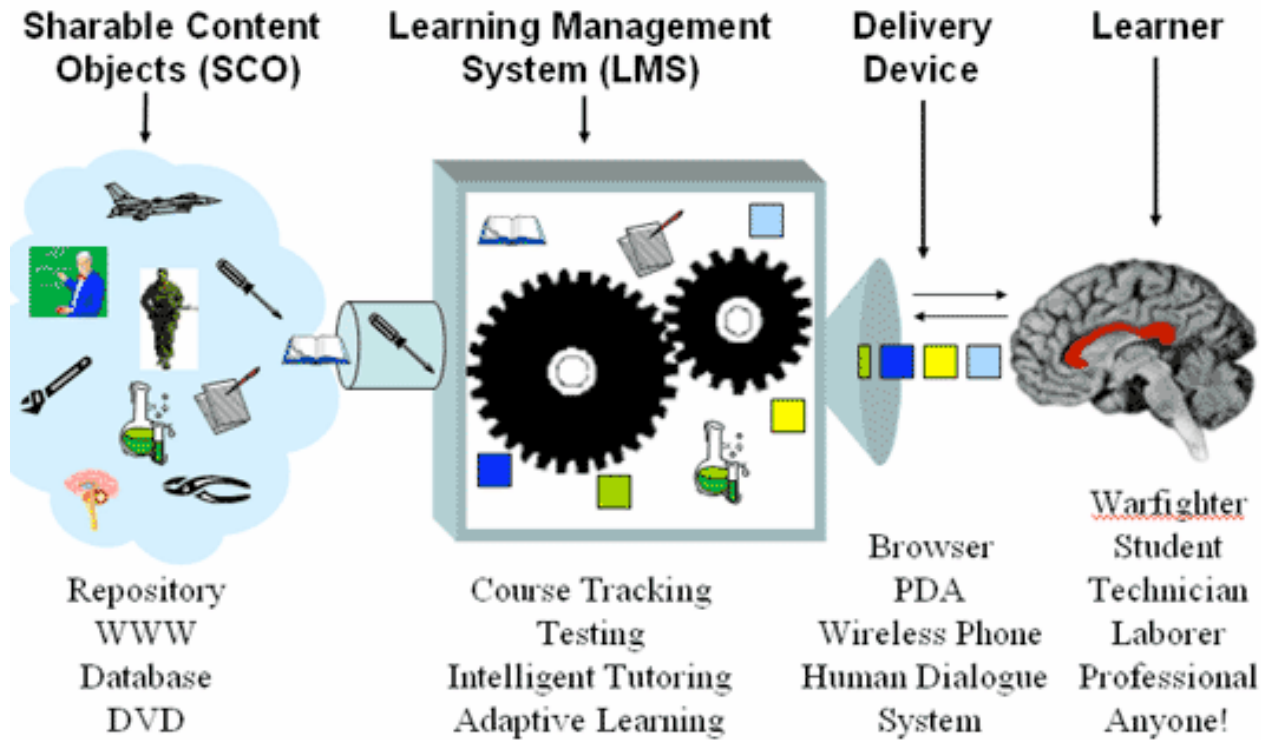
# Librarians' involvement....

- Traditional role not course-specific
- Librarians as a whole haven't made their case

- Education System
  - Sectors
  - Institutions
  - Courses
  - Curricula
  - Modules
  - Cohorts
  - Certification
  - Massive regulation
- Technologies and services to support this
- Informal Learning
  - Community/work based
  - Need/interest driven
  - Informal groups
  - No certification
  - No pre-requisites
  - Unregulated
- Increasingly on the web

# Web 2.0

- Formal versus informal learning
- VLEs as a straitjacket – links to institutional goals
- Therefore
  - Personal learning environments (PLEs)
  - User creates own study space and links to relevant tools





## PLEs

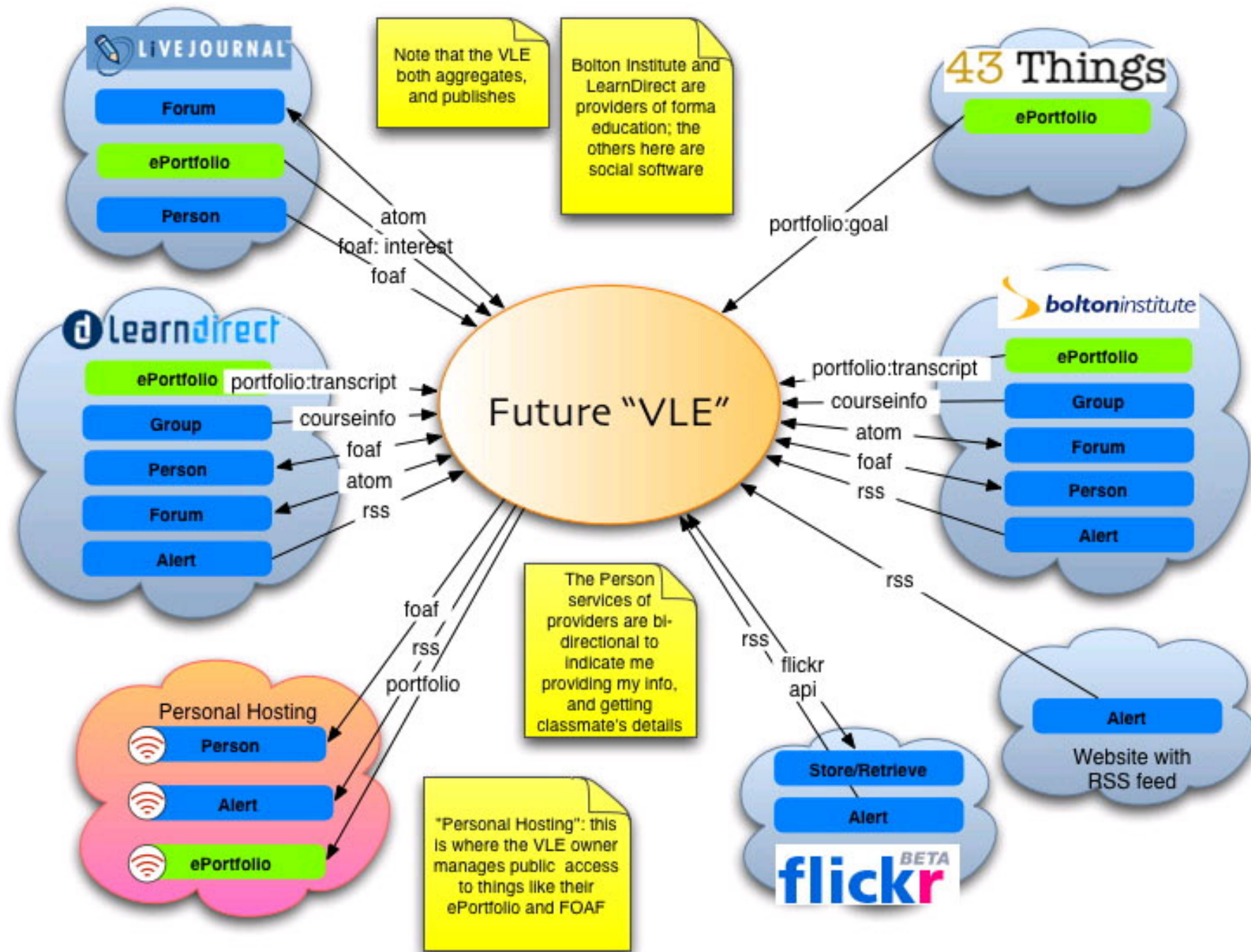
- Personal System, Environmental System
  - A VLE gives access to tools
  - A PLE gives access to services but gives control of instrumentation to the user

- Institutional Issues
  - change in role from provision to support
  - institutions stop owning students (see themselves as part of LLL or learning journey)
  - focus on design of learning rather than delivery of learning

- Pedagogical Issues
  - Single learning space across subjects
    - encourages student to see learning as inter-related
  - Support development of skills in managing learning, recognising goals and progress, communication and teamwork skills
  - Single learning space across formal and informal learning – lifelong & lifewide

## PLEs can

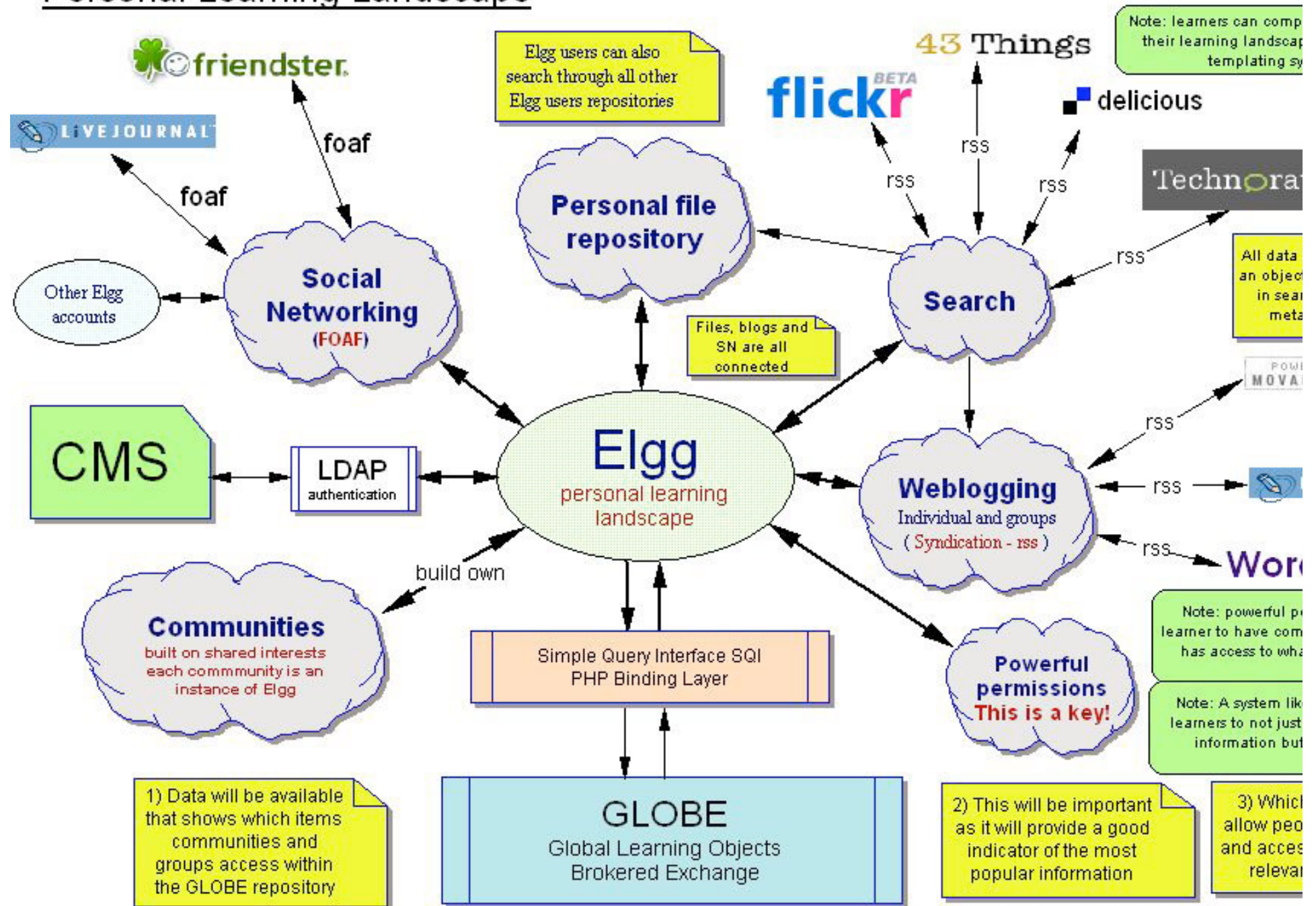
- Give learner control over the tools they use
- Exploit emerging services (web 2.0)
- Support the integration of learning episodes
- Integrate formal and informal learning
- Requires changes in institutional technologies



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# Personal Learning Landscape



# Personal Learning Environment

