



Bibliographical Resources for e-Learning in Philosophical and Religious Studies

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The resources discussed here may be of interest to academics teaching in Philosophy, History and Philosophy of Science, Theology and Religious Studies, who would like to incorporate some aspect of e-learning in the teaching and learning of their subject areas. They may be of particular interest to our mini-project holders and can provide them with suggestions of topics to discuss and sources to cite in their final reports.

Papers, books, and links are grouped according to thematic areas of interest. Click on the area that interests you and you will find all the bibliographical material related to that area.

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- **Virtual games, second life and e-pedagogy**
- Inquiry based e-learning and reflective e-practice

1. What is e-learning (definitions, forms etc.)

- JISC: <http://www.jisc.ac.uk/elearning>
- JISC, e-Learning pedagogy programme, http://www.jisc.ac.uk/elearning_pedagogy.html
- Wikipedia: <http://en.wikipedia.org/wiki/e-learning>
- Laurillard's Conversational Model as applied to e-learning:
<http://www.macs.hw.ac.uk/~rjr/dolweb/docs/laurillardmoddoc.htm>
- Ageless Learner Website: <http://agelesslearner.com/intros/elearning.html>

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2. e-Learning and Web 2.0/ Web 3.0

- JISC Resources on Web 2 and Social Software (Introduction and Links):
<http://www.jisc.ac.uk/publications/publications/web2socialsoftwarev1.aspx>
- Wikipedia on Web 2: http://en.wikipedia.org/wiki/ELearning_2.0
- Wikipedia on Web 3: http://en.wikipedia.org/wiki/Web_3
- O'Reilly's Website on what is Web 2: <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>
- JISC TechWatch Report on Web 2 and e-pedagogy
(The report establishes that Web 2.0 is more than a set of 'cool' and new technologies and services, important though some of these are. It has, at its heart, a set of at least six powerful ideas that are changing the way some people interact. Secondly, it is also important to acknowledge that these ideas are not necessarily the preserve of 'Web 2.0', but are, in fact, direct or indirect reflections of the power of the network: the strange effects and topologies at the micro and macro level that a billion Internet users produce.). Available in many formats (word and pdf):
Word: <http://www.jisc.ac.uk/media/documents/techwatch/tsw0701bword.doc>
PDF: <http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf>

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3. General On Line e-learning Resources (not easily grouped under one heading)

Websites:

- JISC: <http://www.jisc.ac.uk/elearning>

- JISC: http://www.jisc.ac.uk/elearning_pedagogy
- JISC Innovating e-Learning Conference- 2007 (http://www.jisc.ac.uk/elp_conference07)
- HEA: <http://www.heacademy.ac.uk/ourwork/learning/elearning>
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>
- David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>
- FERL: <http://ferl.qia.org.uk/index.cfm>
- JISC Legal (on all legal aspects of e-learning): <http://www.jisclegal.ac.uk/publicationspage.htm>
- EDUCAUSE: <http://www.educause.edu/>
- e-Learning Centre: <http://www.e-learningcentre.co.uk/>
- Psychology Subject Centre Bibliography on e-Learning:
http://www.psychology.heacademy.ac.uk/html/articles_issue.asp?id=issue&type=e-learning
- Social Policy and Social Work Subject Centre (SWAP) (with links to many issues in e-learning; see the left hand menu): <http://www.swap.ac.uk/elearning/introduction.asp>
- Bioscience Subject Centre's Publication on various uses of e-learning:
<ftp://www.bioscience.heacademy.ac.uk/TeachingGuides/elearn/elearn.pdf>
- Learning Technology Lifecycle by Calder and Milne: <http://www.abdn.ac.uk/~clt003/guide/>
- Learning Peaks Resources: <http://www.learningpeaks.com/resources.html>
- Jane Knight, "Guide to e-learning in FE and HE Education", The University of British Columbia, e-learning Centre, 2005.
PDF: http://www.e-strategy.ubc.ca/__shared/assets/ECMAC-G2EL-FEHE-ubc2166.pdf
- ELESIG: Special Interest Group for Learner Experience Research, Special Interest Group for those involved in investigations and evaluations of learners' experiences of e-learning. ELESIG supports investigators and their research and its dissemination to benefit practitioners and researchers throughout the sector
<http://elesig.ning.com>

DfES Documents:

- DFES (2004) White Paper: The Future of Higher Education:
<http://www.dfes.gov.uk/hegateway/strategy/hstrategy/foreword.shtml>
- DFES (2005) Harnessing Technology: Transforming learning and children's services:
<http://www.dfes.gov.uk/publications/e-strategy/>

European Union Documents:

- i-2010: http://ec.europa.eu/information_society/eeurope/i2010/index_en.htm
- e-Europe 2005 (with old e-learning documents):
http://ec.europa.eu/information_society/eeurope/2005/all_about/elearning/index_en.htm
- Elearning Europa: <http://www.elearningeuropa.info/main/index.php?page=home>

- Euroactiv: <http://www.euractiv.com/en/education/elearning/article-117475>
- Elearning Papers: <http://www.elearningpapers.eu/index.php?page=home>

On line journals:

- DISCOURSE (The PRS Journal, with some articles on e-learning in PRS; academic, open and downloadable): <http://prs.heacademy.ac.uk/publications/discourse.html>
Discourse Edigest: Past issues of our Journal (Discourse) and other web resources in our Publications webpage: <http://prs.heacademy.ac.uk/publications/>.
Articles of specific interest to eLearning include:
 - **Volume 3, Number 1, Autumn 2003-4:** Annamaria Carusi, Taking Philosophical Dialogue Online
 - **Volume 3, Number 2, Spring 2003-4:** George MacDonald Ross, Plagiarism in Philosophy: Prevention Better than Cure
 - **Volume 3, Number 2, Spring 2003-4:** Susan A.J.Stuart and Margaret Brown, An Electronically Enhanced Philosophical Learning Environment: Who Wants to be Good at Logic?
 - **Volume 4, Number 1, Autumn 2004-5:** Marvin J. Croy, Making Useful Comparisons of Traditional, Hybrid, and Distance Approaches to Teaching Deductive Logic
 - **Volume 5, Number 1, Autumn 2005:** Rob Gleave, Web-based Exercises and Benchmarked Skills A report on the mini-project 'Creating Web-based Exercises for Theology and Religious Studies Students'
 - **Volume 5, Number 1, Autumn 2005:** Sergia K. Hey, Seeing Both Sides of an Issue: Teaching an Online Moral Issues Course
 - **Volume 5, Number 2, Spring 2006:** Annamaria Carusi, Some Perplexities of Teaching Philosophy Online
 - **Volume 6, Number 1, Autumn 2006:** Danielle Lamb, Successful e-Learning Applications: PRS Funded Projects Report;
 - **Volume 6, Number 1, Autumn 2006:** Emma Arnold and Sue Harrison TechDis: e-Learning, Accessibility and Inclusion.
- EURODL (The European Journal of Open and Distance Learning; academic, open and downloadable): <http://www.euodl.org/>
- SOJEL (The Scottish Online Journal of e-Learning; academic, open and downloadable): <http://www.sojel.co.uk/>
- JALN (Journal of Asynchronous Learning Networks; academic, open and downloadable): <http://www.aln.org/publications/jaln/index.asp>
- JCMC (Journal of Computer-Mediated Communication; academic, open and downloadable): <http://jcmc.indiana.edu/>
- ERIC (Educational Resources Information Centre) provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials (including many on line Journal papers on e-learning) and, if available, includes links to full text. ERIC is sponsored by the U.S. Department of Education, Institute of Education Sciences (IES): <http://www.eric.ed.gov/home.html>
- IJ-SoTL (International Journal for the Scholarship of Teaching & Learning; academic, open access, international journal for improving college teaching & learning): <http://www.georgiasouthern.edu/ijstol/>
- IDTL (International Journal of Instructional Technology and Distance Learning, on line, downloadable, refereed, academic): <http://itdl.org/index.htm>
- MERLOT (Journal of Online Learning and Teaching, on line, downloadable, refereed and academic): <http://jolt.merlot.org/index.html>

On Line Newspaper/TV/ Other media with e-Learning Articles:

- US News: <http://www.usnews.com/usnews/edu/elearning/elhome.htm>
- High Beam Research cited articles: <http://www.highbeam.com/e-Learning/publications.aspx>
- International Herald Tribune: <http://www.iht.com/pages/technology/index.php>
- Guardian: <http://www.guardian.co.uk/technology> ; <http://education.guardian.co.uk/> ;
<http://education.guardian.co.uk/elearning/>
- BBC: http://www.bbc.co.uk/learning/subjects/information_technology.shtml
- Learning Light Website: <http://www.e-learningcentre.co.uk/eclipse/showcase/academic.htm>
- e-learning Magazine: <http://www.elearning.b2bmediaco.com/>

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4. General Reports on e-learning in HEIs:

- JISC, Transforming the Learning Experience through e-pedagogy:
<http://www.jisc.ac.uk/publications/publications/transforminglearningv1.aspx>
- JISC, e-transformation Report (enhancing the student experience through e-pedagogy):
<http://www.jisc.ac.uk/publications/publications/sfcbookletsesep.aspx>
- JISC Studies with e-Pedagogy and the Student Perspective:
<http://www.jisc.ac.uk/publications/publications/intheirownwords.aspx>
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>
- JISC Baseline Report for England HEIs, 2005:
<http://www.jisc.ac.uk/media/documents/programmes/distributedelearning/delbaselinefinalreport0605.pdf>
- Economist e-Learning Readiness Report: http://www-304.ibm.com/jct03001c/services/learning/solutions/pdfs/eiu_e-learning_readiness_rankings.pdf
- 2007 HM Treasury Sainsbury Report on Science and Innovation: http://www.hm-treasury.gov.uk/independent_reviews/sainsbury_review/sainsbury_index.cfm
- JISC TechWatch Resources on Speculations on the future of Innovation and Technology in the HE/FE Sector:
http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_ic_resources_speculations.a
- ELESIG: Special Interest Group for Learner Experience Research, Special Interest Group for those involved in investigations and evaluations of learners' experiences of e-learning. ELESIG supports investigators and their research and its dissemination to benefit practitioners and researchers throughout the sector
<http://elesig.ning.com>

Online papers in this area:

- **Jane Knight, "Guide to e-learning in FE and HE Education"**, The University of British Columbia, e-learning Centre 2005.
PDF: http://www.e-strategy.ubc.ca/__shared/assets/ECMAC-G2EL-FEHE-ubc2166.pdf
- **Richard Hall, *Delivering What Students say they Want On-line: Towards Academic Participation in the Enfranchisement of e-Learners?***

, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-4.htm>).

Abstract: Sustainable e-learning holds the promise of enabling higher education to meet the needs of a large and diverse market. Central to this is the response of academic staff teams in meeting the needs of individual learners, in order to enfranchise them within their learning context. Enfranchisement is underpinned by the management of learner-expectations in the value-added nature of the on-line learning experience. Crucial here is the connection between the learner and the teaching team, and their collective ability to create a shared, enabling learning environment. Learner-enfranchisement demands that on-line interaction is both accepted by academic teams and educationally liberating. Liberation requires meaningful existence, and hence active participation, within a 'supercomplex' world, in which both individual identities and the ability to manage information are tested. This paper assesses ways in which enabling learning contexts and learner-enfranchisement can be encouraged by academic teams. It pivots around the outcomes from student evaluations of a strategic e-learning implementation in one UK higher education institution. The conclusions that it draws focus upon strategies for adding pedagogic value, increasing academic participation and developing e-learning sustainability in order to enfranchise e-learners. The argument highlights ways in which academic teams can move from a battery-intensive approach to e-learning towards one that is more free-ranging. It highlights how academic staff can increase the sustainable, inclusive value of the learning experience at a minimised cost. From this basis, it is argued that any extant disenfranchisement in the delivery of e-learning can begin to be addressed by increased team-work. A by-product for those teams is that in the very process of engaging their students, there is more hope that they will in-turn become empowered within their own use of e-learning.

Keywords: academic participation; learner-enfranchisement; teamwork; sustainability

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5. How to do e-learning (methodology and practical tips on e-learning)

- Higher Education Academy's eLearning Page: <http://www.heacademy.ac.uk/ourwork/learning/elearning>
- JISC, Resources on e-Learning and e-Pedagogy page: http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy.aspx
- JISC, Information and Resources on Models of e-learning Practice: http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_mod4l.aspx
- David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>
- Higher Education Academy's Social Policy and Social Work Subject Centre's ELTE Project, which has many interesting links and presentations (e.g., how to do videoconferencing, how to use digital images etc.): <http://www.swap.ac.uk/elearning/elte.asp>
- eLearning Guild: eBooks on how to do eLearning etc.: <http://www.elearningguild.com/pbuild/linkbuilder.cfm?selection=fol.33>
- Innovate On Line: <http://innovateonline.info/>
- e-Learning Centre: <http://www.e-learningcentre.co.uk/>
- Commonwealth of Learning- Guidebook on e-learning: http://www.cemca.org/e-learning_guidebook.pdf
- e-learning Resources at the Ageless Learner: <http://agelesslearner.com/intros/elearning.html>
- University of Nottingham e-learning webpage: <http://www.nottingham.ac.uk/teaching/resources/methods/elearning>

- Advice on Creating e-Presentations: <http://www.librarysupportstaff.com/presentations.html>
- Active Learning Briefing Paper from HCA Subject Centre:
http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/Active_Learning_Reflection.pdf
- Making your first course website Briefing paper from HCA Subject Centre:
http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/course_website.pdf
- **Jane Knight, "Guide to e-learning in FE and HE Education"**, The University of British Columbia, e-learning Centre 2005.
PDF: http://www.e-strategy.ubc.ca/_shared/assets/ECMAC-G2EL-FEHE-ubc2166.pdf
- ESCalate: Education Subject Centre, Busy Teacher Educator Guides
Desktop Video Conferencing, developing assessment feedback, guide to assessment, Myers-Briggs for teachers- a Guide, Problem based Learning, Reflective practice,
<http://escalate.ac.uk/index.cfm?action=resources.iteHelpCategory&categoryID=2867>

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6. e-Learning resources for use with PRS students:

- Intute Website (<http://www.vts.intute.ac.uk/>). The Intute website has interactive tutorials on eResources in Philosophy, History and Philosophy of Science and Theology and Religious Studies and many links to onLine Journals with interest to PRS academics:
Resources for Philosophy: <http://www.vts.intute.ac.uk/he/tutorial/philosophy>
Resources for Religious Studies: <http://www.vts.intute.ac.uk/he/tutorial/religion>
Resources for History and Philosophy of Science: <http://www.vts.intute.ac.uk/he/tutorial/hps>
- Stephen Clark's resources (Liverpool): <http://www.liv.ac.uk/pal>
- Richard Clarke's PhilWeb: Theoretical Resources Off- and On-Line (<http://www.phillwebb.net>) is a website or resources divided into three broad sections. The first section seeks to trace the History of philosophy and is divided into several periods; the second section to explore the various forms which philosophy take in different Regions; and the third section addresses the main topics, problems or issues which thinkers have sought to theorise. Richard Clarke also maintains an onLine Encyclopedia of Theory (<http://www.literary-theory.net>) , the site for Shibboleths: an open access, peer-reviewed journal devoted to exploring all aspects of Philosophy and Theory (which also includes an on-line Discussion Forum)(<http://www.shibboleths.net/>) and Shibboleths - the Blog: Theory on the Web (<http://shibbolethsblog.blogspot.com>).
- **David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science**, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>

On Line Papers

- **Meriel Patrick, "Best of the Web: Internet Resources for Philosophy and TRS"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 2, Spring 2007, pp.11-18
<http://prs.heacademy.ac.uk/publications/spring2007.pdf>
- **Danielle Lamb, "Successful e-Learning Applications: PRS Funded Project Report"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 1, Autumn 2006, pp.63-70.
<http://prs.heacademy.ac.uk/publications/autumn2006.pdf>

- **Sergia K. Hey, "Seeing Both Sides of an Issue: Teaching an Online Moral Issues Course"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 5, Number 1, Autumn 2005, pp. 134-141
<http://prs.heacademy.ac.uk/publications/autumn2005.pdf>
- **Annamaria Carusi, "Some Perplexities of Teaching Philosophy Online"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 5, Number 2, Spring 2006, pp. 153-175
<http://prs.heacademy.ac.uk/publications/spring2006.pdf>
- **Susan A.J.Stuart and Margaret Brown, "An Electronically Enhanced Philosophical Learning Environment: Who Wants to be Good at Logic?"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 3, Number 2, Spring 2003-4, pp.142-153
<http://prs.heacademy.ac.uk/publications/spring2004.pdf>
Abstract :Over the last academic year we have introduced electronic handsets, like those used on the television show 'Who wants to be a millionaire?' (Draper et al. 2002), into the teaching of philosophical logic. Logic lectures can provide quite a formidable challenge for many students, occasionally to the point of making them ill. Our rationale for introducing handsets was threefold: (i) to get the students thinking and talking about the subject in a public environment; (ii) to make them feel secure enough to answer questions in the lectures because the system enabled them to do this anonymously; and (iii) to build their confidence about their learning by their being able to see how they were progressing in relation to the rest of the students in the class. We have achieved all of these and more. Our experience has revealed that the use of handsets encourages a more dynamic form of student interaction in an environment?the lecture?that can, in the wrong hands, be utterly enervating, but they also provide an opportunity for the lecturer to respond to student difficulties at the time when they really matter. In this paper we will discuss our case and why handsets should be introduced, as a model of good pedagogical practice, more widely into the lecturing environment.
- **Peter Milne, "Notes on Teaching Logic: Discussion Article"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Vol. 4, No. 1, Autumn 2004, pp. 137 - 158
<http://prs.heacademy.ac.uk/publications/autumn2004.pdf>
- **Sophie Gilliat-Ray, "Breaking Down the Classroom Walls: Innovative Teaching and Learning Methods in Religious Studies and Theology"**, The PRS-LTSN Journal, Volume 2, Number 2, Winter 2003, pp.200-210
<http://prs.heacademy.ac.uk/publications/winter2003.pdf>
- **Marvin J. Croy, "Making Useful Comparisons of Traditional, Hybrid, and Distance Approaches to Teaching Deductive Logic: Project Report"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Vol. 4, No. 1, Autumn 2004, pp. 159 - 170
<http://prs.heacademy.ac.uk/publications/autumn2004.pdf>

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7.Challenges to e-learning

- Paul Virilio's polemic interpretation of the Internet Technology:
<http://www.ctheory.net/articles.aspx?id=133>
<http://www.apres-coup.org/mt/archives/title/2005/01/cyberresistance.html>
<http://www.nettime.org/Lists-Archives/nettime-I-9904/msg00441.html>
- Bruno Giussani -NYT- Eurobytes: http://www.flyvision.org/june_houston/pub/971209nyt.html

- Beard, David and Joshua Gunn. 'Paul Virilio and the Mediation of Perception and Technology.' Enculturation 4.2 (Fall 2002): http://enculturation.gmu.edu/4_2/beard-gunn.html
- David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>

Online papers in this area:

- J. P. Campbell et al, *Top ten Issues for e-learning in 2007*, Educause Quarterly, No.3, 2007:
<http://www.educause.edu/ir/library/pdf/EDU07332A.pdf>
 - Pauline Wilcox, Jim Petch and Hilary Dexter,
Towards an Understanding of UKeU Business Processes Within an e-Learning Lifecycle Model, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art8-wilcox.pdf>).
- Abstract:** The UKeU was a major initiative which aimed to support UK based Higher Education Institutes (HEIs) move into the worldwide e-learning marketplace. Early in 2004 the UKeU was deemed to have failed to meet key business objectives, and consequently its funding was withdrawn. The UKeU had been seen to fail as a business. It is important that we learn what we can from the UKeU initiative, adapting and adopting the good aspects, and avoiding repeating the more negative ones.
- Keywords:** eUniversities, UKeU, business processes, modelling

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8. Use of a VLE and/or CVE for teaching and learning

- Innovating e-Learning Conference- 2007 (http://www.jisc.ac.uk/elp_conference07)
The 2007 Innovating e-Learning Conference was based around two contrasting perspectives on e-learning: Institutional Transformation and Supporting Lifelong Learning. Each theme forms the basis of a separate e-book containing: papers or presentations, or links to these located elsewhere; information about the presenters; summaries of the discussions; links to recommended resources. The free downloadable e-books from the Conference Proceedings discusses issues on pedagogy, issues in the application of educational and social networking software (wikis, blogs, e-portfolios) and advice on running e-learning projects and on line discussion forums.
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>

Online papers in this area:

- Annamaria Carusi, "Some Perplexities of Teaching Philosophy Online", Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 5, Number 2, Spring 2006, pp. 153-175
<http://prs.heacademy.ac.uk/publications/spring2006.pdf>
- Sergia K. Hey, "Seeing Both Sides of an Issue: Teaching an Online Moral Issues Course", Discourse:

<http://prs.heacademy.ac.uk/publications/autumn2005.pdf>

- **Mahmoud Neji¹ and Mohamed Ben Ammar, *Agent-based Collaborative Affective e-Learning Framework***, EJEL (Electronic Journal for e-Learning), Volume 5, Issue 2, June 2007 (<http://www.ejel.org/Volume-5/v5-i2/v5-i2-art-5.htm>)

Abstract: This paper explores Collaborative Virtual Environments (CVEs) for Affective e-Learning as an alternative communication technology potentially allowing interlocutors to express themselves emotionally in an efficient and effective way. Potential applications for such CVE systems are all areas where people cannot come together physically, but wish to discuss or collaborate on certain matters, for example in distance learning, based in the affective communication. Moreover, we will explore how the agents can communicate emotion. To investigate how emotions can efficiently and effectively be visualized in a CVE, an animated virtual head (Emotional Embodied Conversational Agent) was designed to express, the six universal emotions. There are several novel elements to this research. Firstly, although CVEs as a technology have been available for more than a decade now, user representations are still rudimentary and their potential is not well explored, particularly the avatar as a device for social interaction. Secondly, the use of emotions to complement and indeed facilitate communication in CVEs is equally under-explored. This is partly because early CVE research was mainly technology driven, leaving aside the social and psychological aspects, and partly because the required computing, display and networking resources became available only recently. Thirdly, design guidelines for an efficient, effective, emotionally expressive avatar for real-time conversation did not exist prior to this research. The multi-agent methodology can certainly bring several advantages to the development of e-Learning systems since it deals well with applications where such crucial issues (distance, cooperation among different entities and integration of different components of software) are found. As a result, multi-agent systems, together with technologies of networking and telecommunications, bring powerful resources to develop e-Learning systems. In this research work, we propose emotional frameworks for an intelligent emotional system. This system is called EMASPEL (Emotional Multi-Agents System for Peer to peer e-Learning), based on a multi-agents architecture.

Keywords: collaborative virtual environments, affective e-learning, affective communication, EMASPEL.

- **Yana I Tainsh, *The Purpose of Focus Groups in Ascertaining Learner Satisfaction with a Virtual Learning Environment***, EJEL (Electronic Journal for e-Learning), Volume 5, Issue 2, June 2007 (<http://www.ejel.org/Volume-5/v5-i2/v5-i2-art-8.htm>)

Abstract: The use of a Virtual Learning Environment (VLE) in Post Compulsory Education in Further Education Colleges (FE) has been increasing incrementally over the last five years. Having begun life in Universities and the more 'traditional' higher education institutions, VLEs are flexible, accessible and encourage the development of communities of practice. They encourage group activities, peer support and electronic delivery of learning but are not intrinsically designed to aid those learners at the lower end of the academic spectrum. This paper presents a case study of learners on an introductory (Level 1) FE course in Information Communications Technology ascertaining their level of user satisfaction with a VLE using a mixed methods approach of focus groups and structured questionnaires. The use of focus groups in this study has been shown to be a sound method of inquiry by using an already validated data-collection instrument and triangulating the results with a quantitative questionnaire. Focus groups are ideally suited for small groups where a one-to-one setting can be threatening and are most effective where the groups are comfortable, there is no peer pressure and intimate topics are not being discussed. They are the data gathering method of choice for use in 'plural voice' situations (Fine 1994) where learners can use their own language and words. Overall the case study was considered successful in that it identified pre-existing areas of concern for the learners that were to use the VLE. It also identified that those learners whose predominant learning style was either kinaesthetic or auditory, would require different ways in interacting with the materials in the VLE. It also confirmed that not all learners' needs were catered for by developing a VLE that was 'fit for the masses'.

Keywords

: virtual learning environment, focus group, disaffection, impoverished learning, satisfaction, post compulsory education, policy document.

- **Yas A. Alsultany, *e-Learning System over View based on Semantic Web***, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-1.htm>)

Abstract: The challenge of the semantic web is the provision of distributed information with well-defined meaning, understandable for different parties. The semantic web will take the world-wide web much further and develop it into a distributed system for knowledge representation and computing. The aim of the semantic web is to not only support access to information 'on the web' by direct links or by search engines but also to support its use. Instead of searching for documents that matches keywords, it should possible to combine information to answer questions. "e-Learning is just-in-time education integrated with high velocity value chains. It is the delivery of individualized, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts". In this paper we design e-Learning system by using semantic web and show how the semantic web resource description formats can be utilized for automatic generation of hypertext structures from distributed metadata. It is primarily based on ontology-based descriptions of content, context and structure of the learning materials and thus provides flexible and personalized access to these learning materials. In this system the Conceptual Model containing both the Student Model and the Knowledge Space Model was designed. Based on the Student Conceptual Model, the Student Ontology was designed in order to maintain a machine understandable repository with the student's profile. Based on both the Knowledge Space Conceptual Model and the Metadata Standard Specification, a Metadata Application Profile was designed intended to address the metadata needs for the e-Learning context of the particular project. Based on the identified Adaptability Requirements, the Content Knowledge Ontology was created to maintain the knowledge of each piece of the e-Learning content of the system. Also, the Domain Ontology was created based on the defined application profile and the scope and structure of the domain to be taught.

Keywords: e-Learning, semantic web, ontology, education hypermedia

- **Ros Evans and Eileen Bellett, *Establishing Effective e-Learning Communities within the Teaching Profession: Comparing Two Projects to Discover the Necessary Ingredients***, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-2.htm>)

Abstract: This article sets out to compare and contrast two different projects, aimed to get primary teachers collaborating online for a specific purpose. The first project tried to encourage teachers in small rural schools to share ideas for the implementation of the National Numeracy Strategy in an attempt to help them overcome the difficulties of having to cater for extremes of ability in whole key stage or cross key stage classes. The second was intended to provide a platform for teachers to develop materials for the teaching of religious education in the classroom. The two projects were examined in terms of the advice followed, from research, on how to engage participants in online collaboration and also with respect to four success criteria, namely: the number of teachers agreeing to participate; the number of postings they sent into the discussion boards; the number of prompts needed from the project leaders to maintain the impetus of the projects; and the end results to find out exactly what the projects achieved. There was a discrepancy between the outcomes of the two projects in spite of them both following similar advice and the comparison has allowed the researchers to list four 'necessary ingredients' for the successful establishment of e-learning communities within practising teachers. These include: face to face meetings; high quality IT support; outcomes which are of real benefit to participants and adequate funding. The outcome of the comparison is felt to add to the knowledge of how to encourage participation in online forums within a context outside those normally researched. As such it should help those trying to design similar projects in the future.

Keywords: Online collaboration, online forums, face to face meetings, project ownership, Religious Education, National Numeracy Strategy, mixed age classes

- **Rachada Monthienvichienchai and Erica Melis, *Implementing Courseware to Support Learning Through Real-World Erroneous Examples: Students' Perceptions of Tertiary Courseware and Obstacles to Implementing Effective Delivery Through VLE***

, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-7.htm>).

Abstract: Erroneous examples have often been used in many subjects to prevent students making common mistakes in a particular domain; for example, calculus in mathematics and systems design in computer science. However, such examples are often only loosely related to the actual difficulties and causes of misconceptions that the students may have with the domain. Consequently, often to the surprise of the instructor, students still make errors that are related to erroneous examples already given to them. A possible solution for this is to use as examples, errors that actually came from the student population themselves or another student population that has similar characteristics to the target student population. Such examples, compared with those from other sources, would be more grounded in the experience of the students eLearning courseware that delivers teaching through erroneous examples, if effectively implemented, has a distinct advantage over traditional learning material in that it enables the students to vicariously experience through rich media how the errors are made and how they can be effectively corrected. This paper presents a study in a UK university that investigated how first-year Information Systems undergraduates perceived such courseware and what obstacles had to be overcome to implement effective eLearning support for teaching and learning with real-world erroneous examples. Excerpts of the courseware created, the eLearning environment, the students' work when using the courseware and one-to-one interview data are provided. The study finds that socio-cultural factors play an important role in creating effective 'tertiary' courseware and that students highly rate the effectiveness of such material in supporting their effort to learn systems diagram construction and dealing with their personal misconceptions. Moreover, the process of creating the courseware also allowed the instructor to discover the real causes of the students' misconceptions and deal directly with them rather than the multitude of symptoms. The paper concludes by detailing the attributes of effective delivery of real-world erroneous examples in eLearning and proposes a direction for extending the implementation of such examples and eLearning delivery system to other domains.

- **Chris Perry, *Providing 'Quality Care' to International Students Through On-line Communication***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-10.htm>)

Abstract: This paper is prompted by the difficulties experienced by international students in UK universities with respect to academic writing, leading often to allegations of plagiarism. It argues that the use of appropriate citation practices is emblematic of western academic culture, and that the explicit teaching of these practices may further their acculturation into a UK university and lead to deeper learning and critical thinking. The study evaluates an intervention designed to support international postgraduate students in the writing of their dissertations. It follows the supervision of 20 students over an extended period of time, drawing on an analysis of their writing before and after the intervention. The paper also takes account of the views of participants in the study, both students and supervisors. The paper demonstrates that a blended, flexible approach to supervision is likely to be beneficial. Through a process of 'interactive composing' and paying attention to the individual in a way that becomes possible through online communication, students can be given individualised 'quality care'. The paper acknowledges that while online supervision encourages greater rigour, providing individualised care is inevitably time-consuming, regardless of the mode of delivery. However, it argues that the convenience of online communication, and the explicitness that results when advice is written, contribute to a more efficient use of supervisor's time. Thus a blended approach to supervision within a VLE can use resources efficiently to provide high quality care. The study confirms that in addition to improvements in students' writing ? and helping them to avoid plagiarism ? there are wider benefits to be gained in terms of deeper critical learning and meaningful participation in Higher Education. The paper ends with a cautionary note: there may be difficulty in gaining full staff engagement in an approach that requires commitment to, and empathy with, students as individuals, an approach of the kind that does not always find favour in a male dominated workplace.

- **Q B. Chung, *Sage on the Stage in the Digital Age: The Role of Online Lecture in Distance Learning***, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art1-chung.pdf>)

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Abstract: The Internet can be a useful tool that can enhance interactivity in classes. Accordingly, offering distance learning courses using the Web, especially in the asynchronous mode for the additional flexibility of time, is becoming an established practice in higher education. Web-based distance learning comes with numerous benefits, but not without worries for potential deficiencies. One such deficiency in the current distance learning framework is the lack of lecture, the most relied-upon and proven means of instruction in the traditional classroom settings. This paper raises an issue of the lack of lectures in Web-based distance learning, and proposes that streaming video take the role of online lecture in that setting. Described in this paper are the rationale to put the lecture back into e-learning in higher education, two case studies in which the steps were taken to implement the proposed method, and the feedback from the students who took such courses in the undergraduate business curriculum and the MBA program.

Keywords: Web-based education, Asynchronous learning, e-Learning in Higher Education, Sage on the Stage, Guide on the Side, Online Lecture.

- **Bo Fibiger, Janni Nielsen, Elsebeth Korsgaard Sorensen, Marianne Riis, Lone Dirckinck-Holmfeld, Oluf Danielsen, Birgitte Holm Sorensen,**

Project Learning and Virtual Collaboration - A Master Program in ICT and Learning, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art2-fibiger.pdf>).

Abstract: This paper will introduce a master program in ICT and Learning (MIL) and present some of the experiences we have gained so far. MIL is a result of a collaborative initiative taken by five Danish universities, and it is an accredited part-time 2-year master program. It is unique in the sense that it builds on the pedagogical framework of project pedagogy and is based on online collaboration. The paper will describe MIL, the universities involved, the administrative organization, and the profile of the students. We will discuss the pedagogical framework and the project collaboration in relation to the modularity and flexibility that characterize the study and allow admission of part-time students, full-time students and students who only sign up for one accredited module. The methodology will be illustrated through empirical snapshots from selected modules in the start-up phase, and the focus will be directed towards problems experienced by the students. From an analytical perspective, the paper will identify and discuss fundamental problems related to the organization, flexibility, and implementation of project pedagogy online. MIL is organized around ICT and Learning and the study theme focuses on ICT and Learning. In addition, MIL provides a learning space where practice is under constant negotiation and reconstruction as an inherent, integrated part of the learning process. Consequently, we argue that MIL may be seen as an example of best practice in blended learning.

Keywords: Virtual learning, mixed mode, project pedagogy, student profile, methodology.

- **Marileena Koskela, Piia Kiltti, Inka Vilpola and Janne Tervonen,**

Suitability of a Virtual Learning Environment for Higher Education, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art3-koskela.pdf>).

Abstract: The number of virtual learning environments (VLEs) is increasing. Already a few case studies claim that VLEs are more effective as a learning method than traditional lecturing. Many of these case studies are in the area of information and communication technology (ICT). Therefore, the good learning results are not surprising. The aim of this paper is to examine the suitability of a VLE for higher education by comparing learning with a VLE and learning in a traditional lecture on an occupational safety engineering course. We will compare the learning results and the students' opinions of their learning process. The results show that the VLE students outperformed the lecture students. On the basis of these results and previous case studies, the VLE is suitable for higher education. Nevertheless VLEs should be used with caution in higher education. They should add extra value to a course. One possible value would be to use the VLE self-study method to evaluate one's learning before a final exam.

Keywords: virtual learning environment, occupational safety engineering, higher education, comparison of learning.

- **David Monk, *Using Data Mining for e-Learning Decision Making***, EJEL (Electronic Journal for e-

Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art5-monk.pdf>).

Abstract: The initial investigation aimed to examine the paths learners followed when offered the course in a custom virtual learning environment (VLE) which is structured by tasks, course materials and learning resources. However, it quickly became clear that students were spending little time with the course materials online and the time spent with each page was usually less than 20 seconds. Consequently a better understanding of how learners accessed the electronic course materials was needed to evaluate the effectiveness of developing and delivering courses in this way. By combining data on the activity with content with user profiles it was possible to examine alternate information perspectives and reveal patterns in large volume data sets. Mining data in this way provides ways to learn about learners in order to make effective decisions regarding teaching methods, delivery models and infrastructure investment.

- **Pauline Wilcox, Jim Petch and Hilary Dexter,**

Towards an Understanding of UKeU Business Processes Within an e-Learning Lifecycle Model, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art8-wilcox.pdf>).

Abstract: The UKeU was a major initiative which aimed to support UK based Higher Education Institutes (HEIs) move into the worldwide e-learning marketplace. Early in 2004 the UKeU was deemed to have failed to meet key business objectives, and consequently its funding was withdrawn. The UKeU had been seen to fail as a business. It is important that we learn what we can from the UKeU initiative, adapting and adopting the good aspects, and avoiding repeating the more negative ones.

Keywords: eUniversities, UKeU, business processes, modelling

- **Alexandros Paramythis and Susanne Loidl-Reisinger,**

Adaptive Learning Environments and e-Learning Standards, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art11-paramythis.pdf>).

Abstract: This paper examines the sufficiency of existing e-Learning standards for facilitating and supporting the introduction of adaptive techniques in computer-based learning systems. To that end, the main representational and operational requirements of adaptive learning environments are examined and contrasted against current e-Learning standards. The motivation behind this preliminary analysis is attainment of: interoperability between adaptive learning systems; reuse of adaptive learning materials; and, the facilitation of adaptively supported, distributed learning activities.

Keywords: adaptive, e-Learning, standards, personalisation, interoperability

- **Paul Jones, Gary Packham, Christopher Miller and Amanda Jones,**

An Initial Evaluation of Student Withdrawals within an e-Learning Environment: The Case of e-College Wales, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art13-jones.pdf>).

Abstract: The proliferation of e-Learning programmes on offer within the UK raises critical issues that have yet to be fully addressed in terms of the nature of learning, effective pedagogy, learning expectations and student profile. The amalgamation and influence of these factors is also having an impact upon student retention. This paper examines student withdrawals associated with the online BA Enterprise programme initiative designed by the University of Glamorgan, which aims to help improve the entrepreneurial capacity of Wales. Utilising content analysis of student questionnaires at one of the University's delivery partners, eight prime cases for student withdrawal were identified including factors such as technical problems, pressure of work and lack of time. The paper concludes by identifying strategies to manage these barriers to e-Learning.

Keywords: e-Learning, retention, withdrawal, student motivation

- **Nicola Beasley and Keith Smyth,**

Expected and Actual Student Use of an Online Learning Environment: A Critical Analysis, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art21-beasley-smythe.pdf>).

Abstract: While Online Learning Environments (OLEs) can potentially support learning that is more

autonomous and authentic in nature than traditional instructional environments often allow, students do not always use OLEs in the ways expected or desired by their tutors. This paper examines the findings of a recent evaluation of an OLE designed for Masters-level engineering students and, drawing on relevant research, offers possible explanations for the particular ways in which the students used the environment. The paper concludes with a short set of general recommendations for practitioners.

Keywords: Online learning environments, constructivism, student usage, learning facilitation

- **Philip M. Drinkwater, Christine M. Adeline, Simon French, K. Nadia. Papamichail, Tudor Rickards, *Adopting a Web-Based Collaborative Tool to Support The Manchester Method Approach to Learning***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art23-drinkwater.pdf>).

Abstract: Manchester Business School employs a distinctive approach to learning known as the Manchester Method which is based on the principle that the most effective and rewarding way to learn and remember is through a practical reflective, live/real project-based approach. This paper investigates the use of a collaboration and information sharing application, IBM Lotus QuickPlace, for enhancing the Manchester learning experience.

Keywords: Computer mediated communication; collaborative tools; group work; Information and Communication Technologies (ICTs); teaching and learning strategies; web-based learning.

- **Mary C Dyson and Silvio Barreto Campello, *Evaluating Virtual Learning Environments: What are we Measuring?***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art2-dyson-campello.pdf>).

Abstract: A basic framework is proposed to distinguish between the many ways in which Virtual Learning Environments (VLEs) can be evaluated. This includes the purpose of the evaluation, the type of methods that might be used and the measures employed. The framework is not intended to cover all applications but offers one means of structuring a review of past studies or may provide guidance on the type of study to conduct. A pilot study is introduced which compares an online course using different platforms which aims to measure engagement, participation and achievement of goals.

Keywords: purpose, methods, measures, usability, learning

- **Martin Graff, *Cognitive Style and Attitudes Towards Using Online Learning and Assessment Methods***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art3-graff.pdf>).

Abstract: The studies described in this paper sought to investigate several forms of online learning and assessment methods in terms their efficacy in facilitating student learning. The studies also sought to investigate how participants rated each method. Attitudes toward computer-assisted learning were not related to performance on each of the online methods employed, whereas some relationships were noted between cognitive styles and online learning and assessment. Finally, evaluation feedback from participants indicated that each online task was rated positively. Implications of the findings for further implementation of online instructional methods are discussed.

Keywords: Cognitive style, literature search, online discussion, online assessment.

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9. Part-time/ distance education teaching and e-learning

- Higher Education Academy's English Subject Centre' Good Practice Guide:
http://www.english.heacademy.ac.uk/archive/publications/reports/pt_teaching.pdf

Online papers in this area:

- **Renee Smith and Linda Palm, "Comparing Student Learning in Traditional and Distance Sections of Introduction to Philosophy"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 2, Spring 2007, pp.205-226
<http://prs.heacademy.ac.uk/publications/spring2007.pdf>
- **Marvin J. Croy, "Making Useful Comparisons of Traditional, Hybrid, and Distance Approaches to Teaching Deductive Logic: Project Report"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Vol. 4, No. 1, Autumn 2004, pp. 159 - 170
<http://prs.heacademy.ac.uk/publications/autumn2004.pdf>
- **Sophie Gilliat-Ray, "Breaking Down the Classroom Walls: Innovative Teaching and Learning Methods in Religious Studies and Theology"**, The PRS-LTSN Journal, Volume 2, Number 2, Winter 2003, pp.200-210
<http://prs.heacademy.ac.uk/publications/winter2003.pdf>
- **Marvin J. Croy, "Making Useful Comparisons of Traditional, Hybrid, and Distance Approaches to Teaching Deductive Logic: Project Report"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Vol. 4, No. 1, Autumn 2004, pp. 159 - 170
<http://prs.heacademy.ac.uk/publications/autumn2004.pdf>
- **Q B. Chung , *Sage on the Stage in the Digital Age: The Role of Online Lecture in Distance Learning***, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art1-chung.pdf>).
Abstract: The Internet can be a useful tool that can enhance interactivity in classes. Accordingly, offering distance learning courses using the Web, especially in the asynchronous mode for the additional flexibility of time, is becoming an established practice in higher education. Web-based distance learning comes with numerous benefits, but not without worries for potentials deficiencies. One such deficiency in the current distance learning framework is the lack of lecture, the most relied-upon and proven means of instruction in the traditional classroom settings. This paper raises an issue of the lack of lectures in Web-based distance learning, and proposes that streaming video take the role of online lecture in that setting. Described in this paper are the rationale to put the lecture back into e-learning in higher education, two case studies in which the steps were taken to implement the proposed method, and the feedback from the students who took such courses in the undergraduate business curriculum and the MBA program.
Keywords: Web-based education, Asynchronous learning, e-Learning in Higher Education, Sage on the Stage, Guide on the Side, Online Lecture.
- **Bo Fibiger, Janni Nielsen, Elsebeth Korsgaard Sorensen, Marianne Riis, Lone Dirckinck-Holmfeld, Oluf Danielsen, Birgitte Holm Sorensen, *Project Learning and Virtual Collaboration - A Master Program in ICT and Learning***, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art2-fibiger.pdf>).
Abstract: This paper will introduce a master program in ICT and Learning (MIL) and present some of the experiences we have gained so far. MIL is a result of a collaborative initiative taken by five Danish universities, and it is an accredited part-time 2-year master program. It is unique in the sense that it builds on the pedagogical framework of project pedagogy and is based on online collaboration. The paper will describe MIL, the universities involved, the administrative organization, and the profile of the students. We will discuss the pedagogical framework and the project collaboration in relation to the modularity and flexibility that characterize the study and allow admission of part-time students, full-time students and students who only sign up for one accredited module. The methodology will be illustrated through empirical snapshots from selected modules in the start-up phase, and the focus will be directed towards problems experienced by the students. From an analytical perspective, the paper will identify and discuss fundamental problems related to the organization, flexibility, and implementation of project pedagogy online. MIL is organized around ICT and Learning and the study theme focuses on ICT and Learning. In addition, MIL provides a learning space where practice is under constant negotiation and reconstruction as an inherent, integrated part of the learning

process. Consequently, we argue that MIL may be seen as an example of best practice in blended learning.
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- **Pauline Wilcox, Jim Petch and Hilary Dexter,**

Towards an Understanding of UKeU Business Processes Within an e-Learning Lifecycle Model, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art8-wilcox.pdf>).

Abstract: The UKeU was a major initiative which aimed to support UK based Higher Education Institutes (HEIs) move into the worldwide e-learning marketplace. Early in 2004 the UKeU was deemed to have failed to meet key business objectives, and consequently its funding was withdrawn. The UKeU had been seen to fail as a business. It is important that we learn what we can from the UKeU initiative, adapting and adopting the good aspects, and avoiding repeating the more negative ones.

Keywords: eUniversities, UKeU, business processes, modelling

- **Samer Hijazi, Prosper Bernard, Michel Plaisent and Lassana Maguiraga,**

Interactive Technology Impact on Quality Distance Education, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art5-hajazi.pdf>).

Abstract: This paper reports on a study to determine if existing technology is adequate for the delivery of quality distance education. The survey sample was 392 respondents from a non-traditional graduate level. The study included 15 descriptive questions on course assessment and satisfaction. The three hypotheses used Chi-square to find relationships between interactivity and three other variables: progress, communication mode, and the desire to take another course. Responses showed that taking a distance education course was worthwhile. Findings, recommendations and conclusion are included.

Keywords: Distance education, quality, interactive, technology assessments, e-learning, Interactivity.

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10. Accessibility, Students with Special Needs and e-learning

- Web Accessibility and UK Law: <http://www.alistapart.com/articles/accessuk/>
- HEA Disability Website: <http://www.heacademy.ac.uk/ourwork/learning/disability>
- Higher Education Academy's Embedding Success Document:
http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id594_embedding_success.pdf
- Higher Education Academy's Improving the Experiences of Disabled Students in HE Document:
<http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/jacklin.pdf>
- BlendEd Resources: <http://www.blend-ed.ac.uk/docs/public.asp?id=3438>
- JISC, TechDis (The JISC TechDis Service aims to be the leading educational advisory service, working across the UK, in the fields of accessibility and inclusion): <http://www.techdis.ac.uk/>
- JISC TechWatch Report on Speech Recognition Software:
http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_report_0303.aspx
- SWAP Subject Centre's Guide on Inclusive Learning and Teaching:
http://www.swap.ac.uk/docs/SWAP/SWAP%20Guide1_final.pdf
- Open U., Making your teaching Inclusive Webpage: <http://www.open.ac.uk/inclusiveteaching/>
- ELESIG: Special Interest Group for Learner Experience Research, Special Interest Group for those involved in investigations and evaluations of learners' experiences of e-learning. ELESIG supports investigators and their research and its dissemination to benefit practitioners and researchers throughout the sector
<http://elesig.ning.com>

- **Gary Bunt**, "The Special Educational Needs and Disability Act: the Implications for PRS", The PRS-LTSN Journal
Volume 1, Number 1, Summer 2001, pp.31-38
<http://prs.heacademy.ac.uk/publications/summer2001.pdf>
- **Emma Arnold and Sue Harrison**, "TechDis: e-Learning, Accessibility and Inclusion", Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 1, Autumn 2006, pp.71-82
<http://prs.heacademy.ac.uk/publications/autumn2006.pdf>
- **Wayne Morris**, "Learning, Teaching and Assessment with Deaf Students", Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 1, Autumn 2006, pp.145-174
<http://prs.heacademy.ac.uk/publications/autumn2006.pdf>

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11. Assessment

- Higher Education Academy's Managing Assessment Document:
<http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/a.MESA.pdf>
- JISC, Effective Practice with e-Assessment:
http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_assessment.aspx
- JISC- Effective Practice with e-Assessment: An overview of technologies, policies and practice in further and higher education: <http://www.jisc.ac.uk/media/documents/themes/elearning/effpraceassess.pdf>
- JISC, FREMA Assessment Report:
http://www.jisc.ac.uk/media/documents/programmes/elearningframework/fremafinalreport_v6.pdf
- JISC TechWatch Report on Technologies for Supporting Assessment:
http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_report_0204.aspx
- David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>
- ESCalate: Education Subject Centre, Busy Teacher Educator Guides
Desktop Video Conferencing, developing assessment feedback, guide to assessment, Myers-Briggs for teachers- a Guide, Problem based Learning, Reflective practice,
<http://escalate.ac.uk/index.cfm?action=resources.iteHelpCategory&categoryID=2867>

Online papers in this area:

- **Rob Gleave**, "Web-based Exercises and Benchmarking Skills: A Report on the mini-project 'Creating Web-based Exercises for Theology and Religious Studies Students'", Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 5, Number 1, Autumn 2005, pp.29-49
<http://prs.heacademy.ac.uk/publications/autumn2005.pdf>

- **Susan A.J. Stuart and Margaret Brown, "An Electronically Enhanced Philosophical Learning Environment: Who Wants to be Good at Logic?"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 3, Number 2, Spring 2003-4, pp.142-153
<http://prs.heacademy.ac.uk/publications/spring2004.pdf>

Abstract :Over the last academic year we have introduced electronic handsets, like those used on the television show 'Who wants to be a millionaire?' (Draper et al. 2002), into the teaching of philosophical logic. Logic lectures can provide quite a formidable challenge for many students, occasionally to the point of making them ill. Our rationale for introducing handsets was threefold: (i) to get the students thinking and talking about the subject in a public environment; (ii) to make them feel secure enough to answer questions in the lectures because the system enabled them to do this anonymously; and (iii) to build their confidence about their learning by their being able to see how they were progressing in relation to the rest of the students in the class. We have achieved all of these and more. Our experience has revealed that the use of handsets encourages a more dynamic form of student interaction in an environment?the lecture?that can, in the wrong hands, be utterly enervating, but they also provide an opportunity for the lecturer to respond to student difficulties at the time when they really matter. In this paper we will discuss our case and why handsets should be introduced, as a model of good pedagogical practice, more widely into the lecturing environment.
- **Peter Milne, "Notes on Teaching Logic: Discussion Article"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Vol. 4, No. 1, Autumn 2004, pp. 137 - 158
<http://prs.heacademy.ac.uk/publications/autumn2004.pdf>
- **Pradipta Biswas and S.K. Ghosh,**
A Novel Approach to Define Performance Metrics for Students' and Teachers Evaluation', EJEL (Electronic Journal for e-Learning), Volume 5, Issue 2, June 2007 (<http://www.ejel.org/Volume-5/v5-i2/v5-i2-art-2.htm>)

Abstract: Evaluation is an unavoidable feature in any teaching or learning scenario. The evaluation strategy of students differs widely throughout the world. Further, most of the institutes do not use any objective technique to assess the teaching performance of a teacher. The present paper defines performance metrics both for student and teacher evaluation and also discusses the methodology for calculating relevant metrics. We have designed a database as well as a data warehouse for storing information about teaching and learning at a very detailed level. The data warehouse can be used to calculate performance metrics for any possible groups of students, teachers and subjects. For example, we can calculate metrics indicating the performance of mid-worker students in a particular course, performance improvement of students during first half of a course etc. In a decision-making scenario, these metrics may help in providing enough insight into the assimilation capability of students and teaching capability of teachers. Once measured properly for adequate length of time, these metrics can also be customized to provide other useful utilities like developing a student model, utility of a course modification, institutional performance etc. The system has been tested for analyzing four courses in a premier engineering institute and the outcome found to be encouraging.

Keywords: education technology, evaluation system data warehouse, performance metric, ontology
- **Yana I Tainsh,**
The Purpose of Focus Groups in Ascertaining Learner Satisfaction with a Virtual Learning Environment, EJEL (Electronic Journal for e-Learning), Volume 5, Issue 2, June 2007 (<http://www.ejel.org/Volume-5/v5-i2/v5-i2-art-8.htm>)

Abstract: The use of a Virtual Learning Environment (VLE) in Post Compulsory Education in Further Education Colleges (FE) has been increasing incrementally over the last five years. Having begun life in Universities and the more 'traditional' higher education institutions, VLEs are flexible, accessible and encourage the development of communities of practice. They encourage group activities, peer support and electronic delivery of learning but are not intrinsically designed to aid those learners at the lower end of the academic spectrum. This paper presents a case study of learners on an introductory (Level 1) FE course in

Information Communications Technology ascertaining their level of user satisfaction with a VLE using a mixed methods approach of focus groups and structured questionnaires. The use of focus groups in this study has been shown to be a sound method of inquiry by using an already validated data-collection instrument and triangulating the results with a quantitative questionnaire. Focus groups are ideally suited for small groups where a one-to-one setting can be threatening and are most effective where the groups are comfortable, there is no peer pressure and intimate topics are not being discussed. They are the data gathering method of choice for use in 'plural voice' situations (Fine 1994) where learners can use their own language and words. Overall the case study was considered successful in that it identified pre-existing areas of concern for the learners that were to use the VLE. It also identified that those learners whose predominant learning style was either kinaesthetic or auditory, would require different ways in interacting with the materials in the VLE. It also confirmed that not all learners' needs were catered for by developing a VLE that was 'fit for the masses'.

Keywords: virtual learning environment, focus group, disaffection, impoverished learning, satisfaction, post compulsory education, policy document.

- **Martin Graff, *The Importance of Online Community in Student Academic Performance***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 2, November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-3.htm>)

Abstract: This study sought to investigate the relative effect that sense of online community among students has on their academic performance. The study assessed four separate issues regarding student performance in a blended learning environment in the delivery of a University Psychology course. The first matter looked at was an investigation of the relationship between student performance on three different coursework assignments and their performance on interim online assessments. Secondly, this study investigated the relationship between student performance on coursework assignments and their perceptions of online community. Thirdly, the study sought to assess the relationship between students' online community scores and their engagement with an online assessment. The final investigation was an assessment of the relationship between students' cognitive information processing style and coursework performance. The student participants who took part in this study were 140 first year undergraduates. There were 25 males and 115 females ranging in age from 18 to 54 with a mean age of 23.15 and an SD of 8.11. The findings of this study revealed that student coursework performance was positively related to their engagement with the online assessments. Further findings suggested that student online community scores were related to their coursework performance as was cognitive style. These results are discussed by considering how engagement with online assessments, sense of community and cognitive information processing style should be considered as factors in course design within a blended learning framework.

Keywords: Community, cognitive style, interim assessment

- **Colin Egan, Amanda Jefferies and Jason Johal, *Providing Fine-grained Feedback Within an On-line Learning system ? Identifying the Workers from the Lurkers and the Shirkers***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-3.htm>)

Abstract: This paper describes a mechanism developed by the authors to gather student feedback from formative revision Multiple Choice Questionnaires (MCQs) within an on-line learning system. The MCQs provided first year Computer Science students with instant formative feedback, while data was also gathered about student responses, such as the percentage opting for each answer and the time taken to answer the question. We measured how students were using our on-line learning system; whether they were in fact 'workers' who provided answers to the MCQs, were 'lurkers' who did not provide answers but asked for solutions or 'shirkers', who did not access the site at all! The data indicate that the time taken to answer a harder question was less than that of an easier question suggesting that the workers turned into lurkers strategically when they thought they could not answer successfully. It was not however clear whether the lurker suddenly finding an easier question would change back into a worker. Future work to encourage the shirkers to participate is also discussed.

Keywords: VLE, Formative MCQs, Summative MCQs, On-line teaching, On-line learning.

- **David Monk, *Using Data Mining for e-Learning Decision Making***, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art5-monk.pdf>).

Abstract: The initial investigation aimed to examine the paths learners followed when offered the course in a custom virtual learning environment (VLE) which is structured by tasks, course materials and learning resources. However, it quickly became clear that students were spending little time with the course materials online and the time spent with each page was usually less than 20 seconds. Consequently a better understanding of how learners accessed the electronic course materials was needed to evaluate the effectiveness of developing and delivering courses in this way. By combining data on the activity with content with user profiles it was possible to examine alternate information perspectives and reveal patterns in large volume data sets. Mining data in this way provides ways to learn about learners in order to make effective decisions regarding teaching methods, delivery models and infrastructure investment.
- **Mary C Dyson and Silvio Barreto Campello, *Evaluating Virtual Learning Environments: What are we Measuring?***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art2-dyson-campello.pdf>).

Abstract: A basic framework is proposed to distinguish between the many ways in which Virtual Learning Environments (VLEs) can be evaluated. This includes the purpose of the evaluation, the type of methods that might be used and the measures employed. The framework is not intended to cover all applications but offers one means of structuring a review of past studies or may provide guidance on the type of study to conduct. A pilot study is introduced which compares an online course using different platforms which aims to measure engagement, participation and achievement of goals.

Keywords: purpose, methods, measures, usability, learning
- **Martin Graff, *Cognitive Style and Attitudes Towards Using Online Learning and Assessment Methods***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art3-graff.pdf>).

Abstract: The studies described in this paper sought to investigate several forms of online learning and assessment methods in terms their efficacy in facilitating student learning. The studies also sought to investigate how participants rated each method. Attitudes toward computer-assisted learning were not related to performance on each of the online methods employed, whereas some relationships were noted between cognitive styles and online learning and assessment. Finally, evaluation feedback from participants indicated that each online task was rated positively. Implications of the findings for further implementation of online instructional methods are discussed.

Keywords: Cognitive style, literature search, online discussion, online assessment.

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12. Use of multimedia in teaching

- Newsfilm Online archive: <http://www.newsfilm.ac.uk>
- IMPALA Specialised Website on Podcasts and related e-pedagogy: <http://www.le.ac.uk/impala/outputs/index.html>
- JISC, Digital Libraries in the Classroom Resources: http://www.jisc.ac.uk/whatwedo/programmes/programme_dlitc.aspx
- JISC, Spoken Word Videos: http://www.jisc.ac.uk/whatwedo/programmes/programme_dlitc/projectvideos.aspx
- History, Classics and Archaeology Subject Centre, Case Study: http://www.hca.heacademy.ac.uk/resources/case_Studies/University_Teacher_and_Film_Maker-Case_Study.php

- English Subject Centre's specialised webpage:
<http://www.english.heacademy.ac.uk/explore/projects/archive/technology/tech16.php>
- Technical Advisory Service for Images (TASI): <http://www.tasi.ac.uk/>
- SWAP Subject Centre's Help Sheet on Videoconferencing:
http://www.swap.ac.uk/elearning/eltep_video.pdf
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>
- ESCalate: Education Subject Centre, Busy Teacher Educator Guides : Desktop Video Conferencing, developing assessment feedback, guide to assessment, Myers-Briggs for teachers- a Guide, Problem based Learning, Reflective practice,
<http://escalate.ac.uk/index.cfm?action=resources.iteHelpCategory&categoryID=2867>

On Line papers in this area:

- **Shauna Schullo et al,**
Selecting a Virtual Classroom System: Elluminate Live vs. Macromedia Breeze (Adobe Acrobat Connect Professional), MERLOT Journal of Online Learning and Teaching, Vol. 3, No. 4, December 2007:
<http://jolt.merlot.org/vol3no4/hilbelink.htm>
- **S. C. Premaratne, D. D. Karunaratna and K. P. Hewagamage,**
An Effective Profile Based Video Browsing System for e-Learning, EJEL (Electronic Journal for e-Learning), Volume 5, Issue 2, June 2007 (<http://www.ejel.org/Volume-5/v5-i2/v5-i2-art-6.htm>)
Abstract: The focus of this paper is on video based educational material where presenters deliver educational content. We employ a set of tools developed by us to segment video clips semantically into shots by using low level features. Then we identify those segments where presenters appear and extract the relevant information in key frames. This information is then encoded and compared with a database of similarly encoded key frames. The feature information in video frames of a face is represented as an eigenvector which is considered as a profile of a particular person. In our research, we have designed a multimodal multimedia database system to support content-based indexing, archiving, retrieval and on-demand delivery of audiovisual content in an e-learning. In this system, a feature selection and a feature extraction sub-system have been used to construct presenter profiles. The feature extraction process transforms the video key-frame data into a multidimensional feature space as feature vectors. These profiles are then used to construct an index over the video clips to support efficient retrieval of video shots. Once the profiles for the presenters are created, semantic annotation process is used to annotate meta-data with the video shots. Majority of metadata authorization procedures reported in the literature are based on the video's physical features such as colour, motion, or brightness data. However the system uses profiles to annotate semantics to video clips automatically. The system also provides features to extend the metadata associated with profiles later at any time as they become available. The annotated metadata is saved in a XML database. We use XML databases for metadata because it allows both multimedia educational objects and metadata to be stored and handled uniformly by using the same techniques. We address one of the main problems identified in profile construction and propose a novel approach to create the profiles by introducing a profile normalization algorithm. In particular, this method places more effort on solving the profile overlapping problem by using certain parameters. The effectiveness of the normalizing algorithm was tested by comparing Total Error Rate (TER) when the normalizing process is avoided versus together with the normalizing method. The results show that the insertion of profile normalizing method reduces TER by 38% to 19%. Improving these techniques for lecture videos has significant educational and social benefits.
Keywords: eigenfaces, eigenvectors, face recognition, image normalization, principal component analysis, e-learning.

13. Text Repositories and e-Pedagogy

- JISC, Digital Libraries in the Classroom Resources:
http://www.jisc.ac.uk/whatwedo/programmes/programme_dlitc.aspx
- DLI 2 Web Resources: <http://www.dli2.nsf.gov/>
- JISC TechWatch Report on Semantic Ontologies and their role in e-pedagogy:
http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_reports_0402.aspx
- Archelogos Project (Plato's and Aristotle's texts with commentary and incorporated in educational software as an aid in critical reasoning and structured arguments' analysis): <http://www.archelogos.com/>
- Newton Project: 'Bringing the works of Isaac Newton to life':
<http://www.newtonproject.sussex.ac.uk/prism.php?id=1>
- David John Mossley (editor), The Challenges of using the World-Wide Web in Teaching History of Science, Philosophical and Religious Studies Subject Centre, Learning and Teaching Support Network (PRS-LTSN), 2003
<http://prs.heacademy.ac.uk/publications/histscibook.pdf>

Online papers in this area:

- **Yas A. Alsultanny, *e-Learning System over View based on Semantic Web***, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-1.htm>)
Abstract: The challenge of the semantic web is the provision of distributed information with well-defined meaning, understandable for different parties. The semantic web will take the world- wide web much further and develop it into a distributed system for knowledge representation and computing. The aim of the semantic web is to not only support access to information 'on the web' by direct links or by search engines but also to support its use. Instead of searching for documents that matches keywords, it should possible to combine information to answer questions. "e-Learning is just-in-time education integrated with high velocity value chains. It is the delivery of individualized, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts". In this paper we design e-Learning system by using semantic web and show how the semantic web resource description formats can be utilized for automatic generation of hypertext structures from distributed metadata. It is primarily based on ontology-based descriptions of content, context and structure of the learning materials and thus provides flexible and personalized access to these learning materials. In this system the Conceptual Model containing both the Student Model and the Knowledge Space Model was designed. Based on the Student Conceptual Model, the Student Ontology was designed in order to maintain a machine understandable repository with the student's profile. Based on both the Knowledge Space Conceptual Model and the Metadata Standard Specification, a Metadata Application Profile was designed intended to address the metadata needs for the e-Learning context of the particular project. Based on the identified Adaptability Requirements, the Content Knowledge Ontology was created to maintain the knowledge of each piece of the e-Learning content of the system. Also, the Domain Ontology was created based on the defined application profile and the scope and structure of the domain to be taught.
Keywords: e-Learning, semantic web, ontology, education hypermedia
- **Ros Evans and Eileen Bellett,**
Establishing Effective e-Learning Communities within the Teaching Profession: Comparing Two Projects to Discover the Necessary Ingredients, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-2.htm>)
Abstract

: This article sets out to compare and contrast two different projects, aimed to get primary teachers collaborating online for a specific purpose. The first project tried to encourage teachers in small rural schools to share ideas for the implementation of the National Numeracy Strategy in an attempt to help them overcome the difficulties of having to cater for extremes of ability in whole key stage or cross key stage classes. The second was intended to provide a platform for teachers to develop materials for the teaching of religious education in the classroom. The two projects were examined in terms of the advice followed, from research, on how to engage participants in online collaboration and also with respect to four success criteria, namely: the number of teachers agreeing to participate; the number of postings they sent into the discussion boards; the number of prompts needed from the project leaders to maintain the impetus of the projects; and the end results to find out exactly what the projects achieved. There was a discrepancy between the outcomes of the two projects in spite of them both following similar advice and the comparison has allowed the researchers to list four 'necessary ingredients' for the successful establishment of e-learning communities within practising teachers. These include: face to face meetings; high quality IT support; outcomes which are of real benefit to participants and adequate funding. The outcome of the comparison is felt to add to the knowledge of how to encourage participation in online forums within a context outside those normally researched. As such it should help those trying to design similar projects in the future.

Keywords: Online collaboration, online forums, face to face meetings, project ownership, Religious Education, National Numeracy Strategy, mixed age classes

- **Kamila Olsevicova, *Topic Maps e-Learning Portal Development***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-8.htm>).
Abstract: Topic Maps, ISO/IEC 13250 standard, are designed to facilitate the organization and navigation of large collections of information objects by creating meta-level perspectives of their underlying concepts and relationships. The underlying structure of concepts and relations is expressed by domain ontologies. The Topics Maps technology can become the core of an e-learning portal that will integrate different kinds of information and knowledge resources, available in the educational institution: this idea was explored in the Ph.D. dissertation of the author. The offered portal solution promises to bring advantages both for content consumers (students) and content providers (teachers, administrative staff), but numerous problems hinder the practical implementation of this portal and therefore it requires certain changes in the functioning of the educational institution and asks teachers, teaching assistants and e-courses designers to change their routines and to develop new skills. In the paper we offer a new methodology for development and maintenance of the Topic Maps e-learning portal and we briefly present a pilot application.
Keywords: e-Learning portal, Ontology engineering, Knowledge methodology, Topic Maps
- **Ursula Armitage and Stephanie Wilson, *Navigation and Ownership for Learning in Electronic Texts: An Experimental Study***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art17-armitage.pdf>).
Abstract: Feelings of ownership for learning are an important part of the learning process and should be encouraged in e-Learning environments. This paper presents two experimental studies investigating the effects of navigation aids on ownership for learning with electronic texts. Experimental findings revealed that designers should not assume that allowing learners greater control over their navigation through higher navigational freedom, or the ability to create their own navigation aids, will increase feelings of ownership for learning with electronic texts. The results of these studies have implications for those designing navigation in educational electronic texts.
Keywords: ownership for learning, navigation aids, electronic text.
- **Roy Williams, *Integrating Distributed Learning with just-in-context Knowledge Management***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art6-williams.pdf>).
Abstract: This paper addresses some key design issues in e-learning, and its integration with knowledge

management. The underlying premise is that the purpose of e-learning is useful knowledge, and that the design of e-learning should therefore be integrated with the design of related knowledge management ? particularly personal knowledge management. e-learning will be explored using the notion of 'distributed learning'. Knowledge management will be explored using the notion of 'just-in-context knowledge', emphasising both the contextual underpinning of knowledge, and its strategic value ? that is to say its applied value, and its embeddedness in decision making processes. The potential for distributed learning to optimise shared resources is also explored.

Keywords: Distributed learning, e-learning, knowledge management, just-in-context knowledge management, digital learning, blended learning.

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14. Discussion Forums and Collaborative e-Learning

- Innovating e-Learning Conference- 2007 (http://www.jisc.ac.uk/elp_conference07) The 2007 Innovating e-Learning Conference was based around two contrasting perspectives on e-learning: Institutional Transformation and Supporting Lifelong Learning. Each theme forms the basis of a separate e-book containing: papers or presentations, or links to these located elsewhere; information about the presenters; summaries of the discussions; links to recommended resources. The free downloadable e-books from the Conference Proceedings discusses issues on pedagogy, issues in the application of educational and social networking software (wikis, blogs, e-portfolios) and advice on running e-learning projects and on line discussion forums.
- English Subject Centre's Resources
<http://www.english.heacademy.ac.uk/explore/projects/archive/technology/tech17.php> (with on line presentations from a 2006 Conference in Wolverhampton at http://www.english.heacademy.ac.uk/explore/events/event_detail.php?event_index=84)
- History, Classics and Archaeology Subject Centre's Briefing papers:
http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/bp9.php ;
http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/bp8.php
- Netiquette Guidelines: <http://www.stanton.dtcc.edu/stanton/cs/rfc1855.html>
- Defining the purpose of your On Line Discussion Community:
<http://www.fullcirc.com/community/communitypurpose.htm>
- On Line Community Toolkit: <http://www.fullcirc.com/community/communitymanual.htm>
- On Line Community Resources: <http://www.fullcirc.com/commresources.htm>
- Patti Shank's Competencies for Online Instructors: <http://www.learningpeaks.com/instrcomp.pdf>
- JISC-Infonet, Tangible Benefits of e-Learning
<http://www.jiscinfonet.ac.uk/case-studies/tangible>
- ESCalate: Education Subject Centre, Busy Teacher Educator Guides
Desktop Video Conferencing, developing assessment feedback, guide to assessment, Myers-Briggs for teachers- a Guide, Problem based Learning, Reflective practice,
<http://escalate.ac.uk/index.cfm?action=resources.iteHelpCategory&categoryID=2867>

On line papers in this area:

- **Sophie Gilliat-Ray, "Breaking Down the Classroom Walls: Innovative Teaching and Learning Methods in Religious Studies and Theology",**

- **Pam Moule, *Developing the Communities of Practice, Framework for On-Line Learning***, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-4.htm>)

Abstract: Doctoral research considered whether healthcare students were able to develop characteristics of Communities of Practice when engaged in an interprofessional online module. Using a case study approach the research included two phases. Within phase one a questionnaire was administered to the group of 109 healthcare students. These were analysed to gain information on which to base sampling for the subsequent phase. Phase two employed three strands of data collection; five students completed an online diary, the online interaction of seven students was captured on a discussion board and three students were interviewed. Data were analysed using a form of pattern matching. The results suggested students were able to develop the essential elements of Communities of Practice. This was not uniformly seen however, and particular issues emerged for the online community. This paper focuses on discussing the contribution of the research to the development of the Communities of Practice framework for online learning. The discussion will review the main findings of the research, showing how these have led to the development of the theory. It offers an augmented framework, in which the elements of mutual engagement, joint enterprise and shared repertoire are enhanced to include those facets necessary to support an online learning community. Finally, it is suggested that the augmented framework may have applicability to other professional groups engaging in online learning and working, with consideration given to how it might support e-based communities.

Keywords: Online learning, communities of practice, higher education, case study research

- **Ros Evans and Eileen Bellett, *Establishing Effective e-Learning Communities within the Teaching Profession: Comparing Two Projects to Discover the Necessary Ingredients***, EJEL (Electronic Journal for e-Learning), Volume 4 Issue 2 November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-2.htm>)

Abstract: This article sets out to compare and contrast two different projects, aimed to get primary teachers collaborating online for a specific purpose. The first project tried to encourage teachers in small rural schools to share ideas for the implementation of the National Numeracy Strategy in an attempt to help them overcome the difficulties of having to cater for extremes of ability in whole key stage or cross key stage classes. The second was intended to provide a platform for teachers to develop materials for the teaching of religious education in the classroom. The two projects were examined in terms of the advice followed, from research, on how to engage participants in online collaboration and also with respect to four success criteria, namely: the number of teachers agreeing to participate; the number of postings they sent into the discussion boards; the number of prompts needed from the project leaders to maintain the impetus of the projects; and the end results to find out exactly what the projects achieved. There was a discrepancy between the outcomes of the two projects in spite of them both following similar advice and the comparison has allowed the researchers to list four 'necessary ingredients' for the successful establishment of e-learning communities within practising teachers. These include: face to face meetings; high quality IT support; outcomes which are of real benefit to participants and adequate funding. The outcome of the comparison is felt to add to the knowledge of how to encourage participation in online forums within a context outside those normally researched. As such it should help those trying to design similar projects in the future.

Keywords: Online collaboration, online forums, face to face meetings, project ownership, Religious Education, National Numeracy Strategy, mixed age classes

- **Karin Tweddell Levinsen, *Collaborative Online Teaching ? the inevitable path to deep learning and knowledge sharing?***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-6.htm>).

Abstract: Literature of Collaborative Online Learning often stress that this pedagogic approach supports

learners' shared knowledge building within collaborating groups as well as the individual construction of knowledge. Online collaboration also supports the formation of ongoing learning Communities of Practice. In recent years, the challenge of improving the outcome of Collaborative Online Learning has become an increasingly important issue where the design of virtual learning environments and the implied roles of teachers and students are considered key factors along with the support and coordination of the collaborative learning process and intervention in terms of feedback and mediation. The focus of improvement has been concentrated on how to design environments, model students' and teachers' activities and how to intervene in discussion fora. To some extent, it might appear as if the processes of knowledge construction and the formation of Communities of Practice are considered the inevitable outcome of collaborative educational models based on constructivist learning theory owing to these models' inherent attributes and qualities. A recent case study of a Danish Master's programme demonstrates that the emerging collaborative practice displays tendencies contrary to the generally accepted assumptions. The paper argues that the outcome of ongoing processes staged within the framework of collaborative e-learning models is not only based on the models and their attributes. The outcome is also affected by the emerging practice and the interaction among participants during a course. From this perspective, it becomes vital to look at the possibilities and obstacles encountered by teachers in their efforts to support the learning process through intervention such as mediation, coordination, scaffolding, coaching, etc.

Keywords: Collaborative Online Learning, Knowledge Construction, Communities of Practice, Emerging Practice, Proaction, e-learning.

- **Paul Peachey, Paul Jones, Amanda Jones,**

Encouraging Student Participation in an Online Course Using 'Pull' Initiatives, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-9.htm>)

Abstract: This paper presents an empirical study involving initiatives that encouraged students to log onto online courses in entrepreneurship delivered by the University of Glamorgan. The aim of the research was to explore items of interest to the online students that may increase participation in the forums and hence potentially enhance engagement with the course module. The online tutor created additional forums within the discussion board of the virtual learning environment (VLE) that included a variety of online games and quizzes that were relative to the module topic. The rationale that underpinned this initiative was to inject a degree of interest to the forums in order to reduce the possible blandness of the VLE as perceived by some students. The games and quizzes were carefully designed to enhance knowledge in the subject and thereby provided additional learning opportunities. The initiative was also thought to assist in the formation of an online learning community. The study involved experimentation by the online tutor with subsequent observation of the behavioural patterns of the students. This data was augmented by statistical data made available via the VLE software. The dedicated social and games forums attracted 54% of the total postings for the module. The findings suggest that including online quizzes and games that are relevant to the taught subject can increase the participation levels of the students and possibly enhance the learning process. The findings of this study may inform the design, development and delivery of online learning programmes. The findings also inform strategies of good practice in online moderation and may help to reduce withdrawal rates, which are typically high in the field of e-learning.

Keywords: Construction, Communities of Practice, Emerging Practice, Proaction, e-learning.

- **Chris Perry, *Providing 'Quality Care' to International Students Through On-line Communication***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 1, March 2006 (<http://www.ejel.org/volume-4/v4-i1/v4-i1-art-10.htm>)

Abstract: This paper is prompted by the difficulties experienced by international students in UK universities with respect to academic writing, leading often to allegations of plagiarism. It argues that the use of appropriate citation practices is emblematic of western academic culture, and that the explicit teaching of these practices may further their acculturation into a UK university and lead to deeper learning and critical thinking. The study evaluates an intervention designed to support international postgraduate students in the writing of their dissertations. It follows the supervision of 20 students over an extended period of time, drawing on an analysis

of their writing before and after the intervention. The paper also takes account of the views of participants in the study, both students and supervisors. The paper demonstrates that a blended, flexible approach to supervision is likely to be beneficial. Through a process of 'interactive composing' and paying attention to the individual in a way that becomes possible through online communication, students can be given individualised 'quality care'. The paper acknowledges that while online supervision encourages greater rigour, providing individualised care is inevitably time-consuming, regardless of the mode of delivery. However, it argues that the convenience of online communication, and the explicitness that results when advice is written, contribute to a more efficient use of supervisor's time. Thus a blended approach to supervision within a VLE can use resources efficiently to provide high quality care. The study confirms that in addition to improvements in students' writing ? and helping them to avoid plagiarism ? there are wider benefits to be gained in terms of deeper critical learning and meaningful participation in Higher Education. The paper ends with a cautionary note: there may be difficulty in gaining full staff engagement in an approach that requires commitment to, and empathy with, students as individuals, an approach of the kind that does not always find favour in a male dominated workplace.

- **Bo Fibiger, Janni Nielsen, Elsebeth Korsgaard Sorensen, Marianne Riis, Lone Dirckinck-Holmfeld, Oluf Danielsen, Birgitte Holm Sorensen,**
Project Learning and Virtual Collaboration - A Master Program in ICT and Learning, EJEL (Electronic Journal for e-Learning), Volume 3, Issue 1 (<http://www.ejel.org/volume-3/v3-i1/v3-i1-art2-fibiger.pdf>).
Abstract: This paper will introduce a master program in ICT and Learning (MIL) and present some of the experiences we have gained so far. MIL is a result of a collaborative initiative taken by five Danish universities, and it is an accredited part-time 2-year master program. It is unique in the sense that it builds on the pedagogical framework of project pedagogy and is based on online collaboration. The paper will describe MIL, the universities involved, the administrative organization, and the profile of the students. We will discuss the pedagogical framework and the project collaboration in relation to the modularity and flexibility that characterize the study and allow admission of part-time students, full-time students and students who only sign up for one accredited module. The methodology will be illustrated through empirical snapshots from selected modules in the start-up phase, and the focus will be directed towards problems experienced by the students. From an analytical perspective, the paper will identify and discuss fundamental problems related to the organization, flexibility, and implementation of project pedagogy online. MIL is organized around ICT and Learning and the study theme focuses on ICT and Learning. In addition, MIL provides a learning space where practice is under constant negotiation and reconstruction as an inherent, integrated part of the learning process. Consequently, we argue that MIL may be seen as an example of best practice in blended learning.
Keywords: Virtual learning, mixed mode, project pedagogy, student profile, methodology.
- **Julian Newman, Helen Lowe, Steve Neely, Xiaofeng Gong, David Eyers, Jean Bacon,**
A Tutorial Task and Tertiary Courseware Model for Collaborative Learning Communities, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art4-newman.pdf>)
Abstract: RAED provides a computerised infrastructure to support the development and administration of Vicarious Learning in collaborative learning communities spread across multiple universities and workplaces. The system is based on the OASIS middleware for Role-based Access Control. This paper describes the origins of the model and the approach to implementation and outlines some of its benefits to collaborative teachers and learners.
- **Naomi Lawless and John Allan,** *Understanding and reducing stress in collaborative e-Learning*, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art15-lawless-allen.pdf>)
Abstract: On-line collaboration is becoming increasingly common in education and with organisations. It is believed that this can in itself cause stress for collaborators. We believe that in some ways stress can be designed out of on line collaborative exercises through management of the on-line working processes. This

paper investigates methods of reducing stress on line and proposes some principles for constructing on-line collaborative events to ensure that stress is eliminated or at least minimised.

Keywords: On-line collaboration, stress, online learning, group roles, group cohesion, culture, reducing stress, barriers to online working, e-teams, e-Learning, cyber-stress, techno-stress, virtual teams.

- **Philip M. Drinkwater, Christine M. Adeline, Simon French, K. Nadia. Papamichail, Tudor Rickards, *Adopting a Web-Based Collaborative Tool to Support The Manchester Method Approach to Learning*, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art23-drinkwater.pdf>)**

Abstract: Manchester Business School employs a distinctive approach to learning known as the Manchester Method which is based on the principle that the most effective and rewarding way to learn and remember is through a practical reflective, live/real project-based approach. This paper investigates the use of a collaboration and information sharing application, IBM Lotus QuickPlace, for enhancing the Manchester learning experience.

Keywords: Computer mediated communication; collaborative tools; group work; Information and Communication Technologies (ICTs); teaching and learning strategies; web-based learning.

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15. Plagiarism (how to detect it electronically and related e-pedagogy issues)

- Our webpage of resources about plagiarism (with downloadable versions of George MacDonald Ross' paper 'Prevention Better than Cure' in many formats): <http://prs.heacademy.ac.uk/projects/plagiarism/index.html>
- **George MacDonald Ross, "Plagiarism in Philosophy: Prevention Better than Cure"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 3, Number 2, Spring 2003-4, pp.23-57 <http://prs.heacademy.ac.uk/publications/spring2004.pdf>
- Website dedicated to plagiarism issues: <http://www.plagiarism.org/>
- On line resources about Turnitin: <http://turnitin.com/static/home.html>. Read more in the Wikipedia entry: <http://en.wikipedia.org/wiki/Turnitin> and the JISC page: <http://www.jiscpas.ac.uk/turnitinuk.php>
- JISC on Intellectual Property Rights: 'Intellectual Property Rights (IPR) in Networked e-Learning: A Beginners Guide for Content Developers', John Casey 28 Apr 2006: <http://www.jisclegal.ac.uk/pdfs/johncasey.pdf>

Online papers in this area:

- **George MacDonald Ross, *Plagiarism in Philosophy: Prevention Better than Cure***, Discourse, Volume 3, Number 2, Spring 2003-4, pp.23-57 (available on line in many different formats; see <http://prs.heacademy.ac.uk/projects/plagiarism/index.html>)
- **Ursula Armitage and Stephanie Wilson, *Navigation and Ownership for Learning in Electronic Texts: An Experimental Study***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art17-armitage.pdf>)
Abstract: Feelings of ownership for learning are an important part of the learning process and should be encouraged in e-Learning environments. This paper presents two experimental studies investigating the effects of navigation aids on ownership for learning with electronic texts. Experimental findings revealed that

designers should not assume that allowing learners greater control over their navigation through higher navigational freedom, or the ability to create their own navigation aids, will increase feelings of ownership for learning with electronic texts. The results of these studies have implications for those designing navigation in educational electronic texts.

Keywords: ownership for learning, navigation aids, electronic text.

- **Mike Hart and Tim Friesner,**

Plagiarism and Poor Academic Practice ? A Threat to the Extension of e-Learning in Higher Education?, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1.

Abstract: Concern has recently increased in the British higher education system that the incidences of plagiarism (the passing of someone else's work as though it were one's own) may be rapidly increasing. After an examination of the prevalence of plagiarism and some of the reasons advanced for its increase, the paper examines some solutions which are typically advocated. The implications for e-Learning and on-line learning cultures will be assessed.

Keywords: plagiarism, cheating, poor academic practice, academic dishonesty, higher education

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16. Methodology of Learning Objects and e-Learning

- International Journal of Instructional Technology & Distance Learning, Special Issue on learning objects: March 2004. http://www.itdl.org/Journal/Mar_04/
- FERLA Guide on Learning Object Technology: <http://ferl.qia.org.uk/display.cfm?page=307>
- English Subject Centre's specialised page: <http://www.english.heacademy.ac.uk/explore/projects/archive/technology/tech10.php>

Online papers in this area:

- **Alison Le Cornu and Angie Pears, "Reusable Electronic Learning Objects for TRS"**, Discourse: Learning and Teaching in Philosophical and Religious Studies, Volume 6, Number 2, Spring 2007, pp.143-158 <http://prs.heacademy.ac.uk/publications/spring2007.pdf>
- **Luciano Silva, Pollyana N. Mustaro, Denise Stringhini and Ismar F. Silveira, *Using Conceptual Lattices to Represent Fine Granular Learning Objects through SCORM Meta-Objects***, EJEL (Electronic Journal for e-Learning), Volume 4, Issue 2, November 2006 (<http://www.ejel.org/volume-4/v4-i2/v4-i2-art-5.htm>)
Abstract: Ideally, learning resources should be built over a shared pool of fine reusable granular learning objects. However, in order to avoid contextual lacks, dynamic creation of such resources would mostly rely on the conceptual relationships among learning objects inside a repository. These conceptual relationships, as well as the learning objects creation, are best established if students' learning styles are considered. Common standards like SCORM do not have tools to provide conceptual relationships among fine granular learning objects. This paper presents an architecture to navigate through a SCORM objects net via conceptual lattices with dynamical graph navigational transformations. The theory of partially ordered sets and lattices has been successfully applied to the modelling of hierarchical systems and has produced many contributions in several computational areas as Artificial Intelligence, Category Theory, Semantics of Programming Languages and Concurrency Theory. These lattices allow navigation among objects and attributes in a bi-directional way. The architecture is based on the introduction of annotations and links via XLink technology that is highly applied to integrate XML documents. The annotations and links produce a low impact on the current SCORM structure

and make possible the building of complex SCORM objects nets through simple constructions. Links among objects could be endowed with qualified semantic processing. Besides, they allow the abstraction of connections as aspects among the manifest files associated with the learning objects and styles. The approach used in this paper for learning styles respects some learners' individual characteristics even if it could be considered a simplistic form to face learning styles. Furthermore, specific learning styles effectively guide a dynamic graph navigational transformation.

Keywords: learning objects, conceptual lattices, SCORM, granularity

- **Sushil K. Sharma and Fred L. Kitchens, *Web Services Architecture for M-Learning***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art2-sharma-kitchens.pdf>)

Abstract: The academic environment is undergoing a major shift, as increasing numbers of schools are ready to offer courses using mobile technology for economic and other reasons both from an instructor and student perspective. The mobile learning (m-learning) approach would necessitate changes in pedagogy, educational roles, curricular content, and classroom practices. In addition, it would also require different system architecture because it would demand massive integration of software systems. This paper presents a method for exploiting web services architecture for m-learning.

Keywords: Mobile education, e-learning, M-Learning, Web services.

- **Alexandros Paramythis and Susanne Loidl-Reisinger, *Adaptive Learning Environments and e-Learning Standards***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art11-paramythis.pdf>)
- Abstract:** This paper examines the sufficiency of existing e-Learning standards for facilitating and supporting the introduction of adaptive techniques in computer-based learning systems. To that end, the main representational and operational requirements of adaptive learning environments are examined and contrasted against current e-Learning standards. The motivation behind this preliminary analysis is attainment of: interoperability between adaptive learning systems; reuse of adaptive learning materials; and, the facilitation of adaptively supported, distributed learning activities.

Keywords: adaptive, e-Learning, standards, personalisation, interoperability

- **Ursula Armitage and Stephanie Wilson, *Navigation and Ownership for Learning in Electronic Texts: An Experimental Study***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art17-armitage.pdf>).

Abstract: Feelings of ownership for learning are an important part of the learning process and should be encouraged in e-Learning environments. This paper presents two experimental studies investigating the effects of navigation aids on ownership for learning with electronic texts. Experimental findings revealed that designers should not assume that allowing learners greater control over their navigation through higher navigational freedom, or the ability to create their own navigation aids, will increase feelings of ownership for learning with electronic texts. The results of these studies have implications for those designing navigation in educational electronic texts.

Keywords: ownership for learning, navigation aids, electronic text.

- **Roy Williams, *Integrating Distributed Learning with just-in-context Knowledge Management***, EJEL (Electronic Journal for e-Learning), Volume 1, Issue 1 (<http://www.ejel.org/volume-1-issue-1/issue1-art6-williams.pdf>).

Abstract: This paper addresses some key design issues in e-learning, and its integration with knowledge management. The underlying premise is that the purpose of e-learning is useful knowledge, and that the design of e-learning should therefore be integrated with the design of related knowledge management ? particularly personal knowledge management. e-learning will be explored using the notion of 'distributed learning'. Knowledge management will be explored using the notion of 'just-in-context knowledge', emphasising both the contextual underpinning of knowledge, and its strategic value ? that is to say its applied

value, and its embeddedness in decision making processes. The potential for distributed learning to optimise shared resources is also explored.

Keywords: Distributed learning, e-learning, knowledge management, just-in-context knowledge management, digital learning, blended learning.

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17. Mobile e-learning

- JISC, e-learning and Innovation Resources: http://www.jisc.ac.uk/elearning_innovation
- JISC, Effective Practice with e-Learning: A good practice (http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_practice.aspx)
- JISC, Innovative practice with e-Learning Guide document: http://www.jisc.ac.uk/whatwedo/programmes/elearning_innovation/eli_practice.aspx
- JISC, Case Studies Resources for Innovation and e-learning practice: http://www.jisc.ac.uk/eli_oucasestudies.html
- JISC TechWatch Report on Mobile and PDA Technologies and e-learning in HE: http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_reports_0403.aspx
- JISC Tech Watch: 'Mobile technologies and their use in education - new privacy implications by Paul Anderson.' Presented at JISCLegal conference "Privacy, Technology and the Law", London, 7th April 2005: http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_ic_reports2005_published.as
- JISC TechWatch Report on Wireless Technology and Instant Messaging: http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_report_0207.aspx
- Podcast of John Traxler on Mobile Education and the Future: <http://www.jisc.ac.uk/news/stories/2008/01/podcast25johntraxler.aspx>
- English Subject Centre's specialised e-voting page: <http://www.english.heacademy.ac.uk/explore/projects/archive/technology/tech9.php>
- IMPALA Specialised Website on Mobile learning: <http://www.le.ac.uk/impala/index.html>

Online papers in this area:

- **Sushil K. Sharma and Fred L. Kitchens, *Web Services Architecture for M-Learning***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art2-sharma-kitchens.pdf>)
Abstract: The academic environment is undergoing a major shift, as increasing numbers of schools are ready to offer courses using mobile technology for economic and other reasons both from an instructor and student perspective. The mobile learning (m-learning) approach would necessitate changes in pedagogy, educational roles, curricular content, and classroom practices. In addition, it would also require different system architecture because it would demand massive integration of software systems. This paper presents a method for exploiting web services architecture for m-learning.
Keywords: Mobile education, e-learning, M-Learning, Web services.
- **Alexandros Paramythis and Susanne Loidl-Reisinger, *Adaptive Learning Environments and e-Learning Standards***, EJEL (Electronic Journal for e-Learning), Volume 2, Issue 1 (<http://www.ejel.org/volume-2/vol2-issue1/issue1-art11-paramythis.pdf>)
Abstract

: This paper examines the sufficiency of existing e-Learning standards for facilitating and supporting the introduction of adaptive techniques in computer-based learning systems. To that end, the main representational and operational requirements of adaptive learning environments are examined and contrasted against current e-Learning standards. The motivation behind this preliminary analysis is attainment of: interoperability between adaptive learning systems; reuse of adaptive learning materials; and, the facilitation of adaptively supported, distributed learning activities.

Keywords: adaptive, e-Learning, standards, personalisation, interoperability

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18. Open Source and e-pedagogy

- JISC Sustainability Report on Open Source Models:
[http://www.jisc.ac.uk/media/documents/programmes/distributedelearning/sustainabilitystudy-1\[1\].0.pdf](http://www.jisc.ac.uk/media/documents/programmes/distributedelearning/sustainabilitystudy-1[1].0.pdf)
- EU Open Source Observatory: <http://ec.europa.eu/idabc/en/chapter/452>
- Key terms in Open Source (EU document):
http://ec.europa.eu/information_society/activities/opensource/doc/pdf/key_terms.pdf
- Open Source for Education website: <http://www.osef.org/>
- OnLine Education Database: How the Open Source Movement Has Changed Education: 10 Success Stories, <http://oedb.org/library/features/how-the-open-source-movement-has-changed-education-10-success-stories>
- MIT Open Courseware: <http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>
- OU Open Learn: <http://openlearn.open.ac.uk/>
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- GNA, <http://www.gnacademy.org/>
- Open source for schools: <http://k12os.org/>

On Line Papers:

- Timothy D. Hart, 'Open Source in Education', <http://portfolio.umaine.edu/~hartt/OS%20in%20Education.pdf>
- Brian Kelly, Scott Wilson, Randy Metcalfe, 'Openness in Higher Education: Open Source, Open Standards, Open Access', <http://www.ukoln.ac.uk/web-focus/papers/elpub-2007/paper.pdf>
- Futurelab Report, 'OPENING EDUCATION: The potential of open source approaches for education',
http://www.futurelab.org.uk/resources/documents/opening_education/Open_Source_report.pdf
- Paul N. Courant, Rebecca J. Griffiths, Software and Collaboration in Higher Education: A Study of Open Source Software, http://www.ithaka.org/strategic-services/oss/OOSS_Report_FINAL.pdf

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19. e-portfolios and Personalised Learning Spaces

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- JISC, Learning Matrix and related projects: http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/learningmatrix.aspx
- JISC, ISLE Report: <http://www.jisc.ac.uk/media/documents/programmes/elearningsfc/sfcbookletisle.pdf>
- JISC, PDP4Life Report: <http://www.jisc.ac.uk/publications/publications/pdp4lifefinalreport.aspx>
- JISC, CETIS Resources on PDP and e-portfolios: http://wiki.cetis.ac.uk/Portfolio_resources_PDP
- CETIS Guides on Dialogue and PDP: <http://www.cetis.ac.uk/members/PDPcontent/threads>
- CETIS Generic Advice on Structuring e-Portfolios and PDP: <http://www.cetis.ac.uk/members/PDPcontent>
- CRA Website on PDP and other Resources: <http://www.recordingachievement.org/>
- CRA on e-portfolios: <http://www.recordingachievement.org/eportfolios/default.asp>
- HCA Subject Centre's Briefing paper on Blogs: http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/Using_weblogs_to_encourage_Reflective_Learning
- SWAP Subject Centre's help sheet on e-portfolios: <http://www.swap.ac.uk/elearning/helpsheet3.pdf>
- Julie Hughes, Project: Pebble Power!, ESCalate, doc: <http://escalate.ac.uk/downloads/2611.doc>

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20. Virtual Games, Second Life and e-pedagogy

- Innovating e-Learning Conference- 2007 (http://www.jisc.ac.uk/elp_conference07) The 2007 Innovating e-Learning Conference was based around two contrasting perspectives on e-learning: Institutional Transformation and Supporting Lifelong Learning. Each theme forms the basis of a separate e-book containing: papers or presentations, or links to these located elsewhere; information about the presenters; summaries of the discussions; links to recommended resources. The free downloadable e-books from the Conference Proceedings discusses issues on pedagogy, issues in the application of educational and social networking software and games (wikis, blogs, e-portfolios, Second Life) and advice on running e-learning projects and on line discussion forums.
- JISC TechWatch Report on Virtual Games: http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_report_0201.aspx
- **Kim Clark'New Answers for E-Learning: Wikis and avatars are improving the educational experience'**, US News, Jan. 10, 2008, <http://www.usnews.com/articles/education/e-learning/2008/01/10/new-answers-for-e-learning.html>

21. Inquiry based e-learning and reflective e-practice

ESCalate: Education Subject Centre, Problem Based Learning
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- Education Subject Centre, ESCalate Project: Developing the use of computer-mediated communication (CMC) to facilitate reflective journal writing in the professional education of teachers ? Online dialogue, journals, <http://escalate.ac.uk/1498> PPT: <http://escalate.ac.uk/downloads/1916.ppt>
- ESCalate Project: Exploring the use of an on-line environment to develop the learning biographies of mature students on a foundation degree programme, doc: <http://escalate.ac.uk/downloads/3712.doc>
- ESCalate: Education Subject Centre, Busy Teacher Educator Guides
Desktop Video Conferencing, developing assessment feedback, guide to assessment, Myers-Briggs for teachers- a Guide, Problem based Learning, Reflective practice, <http://escalate.ac.uk/index.cfm?action=resources.iteHelpCategory&categoryID=2867>
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ESCalate webpage: <http://escalate.ac.uk/resources/reflection/>
- Andrew Ginty, Problem Based Learning: Guide, ESCalate, <http://escalate.ac.uk/downloads/3570.pdf>
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- Paul Warwick, Reflective practice: some notes on the development of the notion of professional reflection, ESCalate,
<http://escalate.ac.uk/downloads/3573.pdf>
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- Julie Hughes, Project: Pebble Power!, ESCalate, doc: <http://escalate.ac.uk/downloads/2611.doc>
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- Project: The Reflective Practitioner: Undergraduate Independent Study Modules in Education Studies, <http://escalate.ac.uk/downloads/4151.doc>
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- ELESIG: Special Interest Group for Learner Experience Research, Special Interest Group for those involved in investigations and evaluations of learners' experiences of e-learning. ELESIG supports investigators and their research and its dissemination to benefit practitioners and researchers throughout the sector
<http://elesig.ning.com>

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