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New Way of Working but is Learning Enhanced?

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Embedding e-Resources in Distance Learning: A New Way of Working but is Learning Enhanced?

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Abstract: Bournemouth University (BU) was recently recognised by the Higher Education Academy in the UK as a 'pathfinder institution' and as such, is engaged in a 'pathfinder project'. The Pathfinder Programme is enabling a range of projects to be taken forward across higher education, with a focus on extending and enhancing the use of Information and Communication Technology (ICT). Initiatives are building upon existing good practice, developing synergies which contribute to leading change, and disseminating institutional developments. Essentially the Pathfinder Programme is intended to be a 'transformation initiative which has organisational change, development and dissemination as its core aims' with the goal being 'exploiting and developing synergies to enhance and change practice where necessary' (<http://www.heacademy.ac.uk/ourwork/learning/elearning/pathfinder>). At BU, 'practice change' is being taken forward under the umbrella of the 'e-Res project' with the specific aims 'to enhance the student learning experience. This paper provides a description and evaluation of just one of the 'case studies' that falls under the 'e-Res' umbrella: embedding e-resources in 'Global Perspectives', an online module for distance learners. The paper provides the context for this development, highlighting the importance of teamwork in the development of e-learning, and outlining the process by which a substantial 'resource pack' for an e-learning module became obsolete, once reading material became embedded in the modules content and activities. The paper highlights issues of copyright with regard to e-learning developments. An evaluation of how the students engaged with the e-resources is presented; this includes evidence from a student feedback questionnaire. Finally, conclusions address the extent to which learners prefer embedded resources and suggest that developing e-learning requires academics to rethink how they engage with subject librarians.

Keywords: e-Learning, e-Reading, Distance Learning, IC&T

Introduction

THIS PAPER PROVIDES an account of work that has been undertaken at Bournemouth University (BU) as part of developing and enhancing an online module (which has no face-to-face teaching) entitled Global Perspectives (GP). The module was designed originally to be delivered to final year students through a virtual learning environment (VLE) on the BA (Hons) International Business degree in the Business School.

The development work undertaken which is evaluated in this paper, was initially triggered by two factors: a problem and an opportunity. The problem revolved around the dilemma faced because the content of the GP module was so broad, that it was not possible to find a core text. The reading material for the module had been assembled as the sections of the content for the website had been developed, resulting in a substantial resource pack of a variety of photocopied articles and book chapters. Developing a resource pack had seemed like a good idea at the outset of the development but as the date for delivery of the module drew closer, the practicalities of packaging and posting a huge parcel to learners

dispersed around the UK (and some overseas), resulted in a rethink of this approach.

The 'opportunity' came in the form of an institutional engagement in a national initiative: Bournemouth University was awarded a 'Pathfinder' project. This presented a context where it became possible to explore a solution to the 'problem' by offering it as a case study to staff in Professional Services who were looking for suitable case studies and had resources available as part of their project. This particular case study would involve developing a way of working with staff in the library to trial a process of embedding reading material within the content (not as a separate resource folder) of an online module, so that it could be accessed entirely electronically.

The outcomes of the case study reported here include:

- Reflection on the process of working with subject librarians in the development of e-learning material;
- An exploration of how learners experienced embedded resources.



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In setting the context a brief summary of the Pathfinder project is provided first, followed by a description of the GP module.

Context: the Pathfinder Project

'Pathfinder' is a joint initiative between the Higher Education Academy (HEA) and JISC (Joint Information Systems Committee), which has followed on from an e-learning benchmarking exercise across the UK HE sector. Pathfinder encompasses *'the design, planning, implementation, and evaluation of transformation processes and activities which are intended to lead, ultimately, to the full and effective embedding of e-learning into the learning and teaching processes of the entire institution, i.e. the aim is long-term change and – not just short-term innovation'* Morrison (2006). Essentially the Pathfinder Programme is enabling a range of projects to be taken forward across the sector, with a focus on extending and enhancing the use of Information and Communication Technology (ICT). Initiatives are building upon existing good practice, developing synergies which contribute to leading change, and disseminating institutional developments. The Programme is intended to be a *'transformation initiative which has organisational change, development and dissemination as its core aims'* with the goal being *'exploiting and developing synergies to enhance and change practice where necessary'* (<http://www.heacademy.ac.uk/ourwork/learning/elearning/pathfinder>).

Bournemouth University's (BU) Contribution to the Pathfinder Project

At BU *'practice change'* is being taken forward under the umbrella of the 'e-Res project' which has the specific aims *'to enhance the student learning experience by developing and disseminating:*

1. *innovative pedagogical frameworks which bring together learning activities and academically led quality e-resources within the unit of study*
2. *an e-reading strategy which encompasses models for resource discovery and e-literacy*
3. *guidelines on the appropriate support required by academics from librarians, staff developers and learning technologists.'* (<http://www.bournemouth.ac.uk/eds/eres/>)

The case study described in this paper will along with others, eventually contribute to 1-3 above, within the University. This particular case study focuses specifically on an intervention designed to enhance the Global Perspectives module. The module is described in the next section followed by a consid-

eration of some of the literature that has been influential.

The Global Perspectives Module (GPM)

The GPM was designed in 2005, and originally validated for delivery on a part-time e-learning programme, where learners had already undertaken 3 years of part-time study to gain a Foundation Degree (FdA) in Business and Management, followed by a further two years to gain an Honours Degree (www.ebam.ac.uk). The GPM is worth one sixth of the Honours level (20 credits). The module aims to provide the learner with a critical appreciation of the broader global context in which business operates and to provide an opportunity to explore how the global context impacts on our experience as employees and individuals, in a world confronting significant global issues.

Having completed the unit the student is expected to:

1. Demonstrate a critical appreciation of the complexities of the concepts of globalisation, sustainable development and global governance;
2. Critically analyse selected global issues facing humanity in the 21st century;
3. Evaluate the role of business with regard to global issues and sustainable development;
4. Evidence reflective practice and self-awareness of their own value system and global responsibility in their own spheres of influence.

In developing the module for online delivery, following an 'Introduction' which sets expectations, the 'content' for the VLE was divided into eight sections (Appendix 1 screenshot). Each section contains a small amount of text to set the scene for the topic, references to reading (photocopied articles for that section) and a task/tasks which the student is expected to complete and/or discuss in an asynchronous conferencing forum.

It was intended that the photocopied articles would be presented as a resource pack.

Each section (of the eight) involves a discussion activity which lasts for two weeks, with no more than two discussions overlapping at any one time. (Appendix 2 shows a screenshot of content for a section and a task).

The design and delivery of the module is rooted in a pedagogic approach which draws upon collaborative learning and social construction of knowledge. Such approaches are increasingly popular for online courses (Weller 2002), where discussion forums enable the sharing of learning in peer groups and the tutor acts as facilitator. The module design has been influenced by the author's belief in the potential to enhance learning through computer conferencing,

the positive benefits of the latter being commented upon by a number of authors (Eisenstadt & Vincent 1998; Weller 2002; Melton 2000). The author sought to draw upon best practice in developing the module but gave little consideration to the relationship between reading and learning activity in an e-environment, in part due to the lack of research in this area. Instead attention was paid to ensuring constructive alignment (Biggs 2003) of tasks and assessment to optimise engagement in discussion forums.

Literature

There is now a growing body of literature on e-learning with some authors concluding that the medium is impersonal (Keisler 1992); others highlighting the positive benefits (Goodyear, Banks et al. 2004; Banks, Lally and McConnell 2003) and some suggesting a more negative picture (Tansley and Bryson 2000). The benefits of e-learning as a delivery mode in terms of offering flexibility (time, place, speed); supporting different learning styles; providing better information and quality materials and; the potential to enhance communication via computer conferencing are documented by a number of authors (Weller 2002; Melton 2000; Stamatis et al 1999; Nunes & Fowell 1996). The author's own experience of developing and delivering e-learning supports the view that distance learning and in particular e-learning, can open up education to those who are unable to attend in a face-to-face mode, and offers new opportunities and challenges, for both the learner and the course team (Shiel 2006). This view has been formed over eight years experience of designing and delivering e-learning in a context where the pedagogy of e-learning has been a central concern, and where writers such as Weller (2002), Laurillard (2002) and Salmon (2002; 2004), have been influential in course developments.

A variety of text books support those interested in developing e-learning: some of these document the rise of 'e' and offer essential practical advice (Bach, Haynes, Lewis Smith 2007); others focus on the challenge of particular pedagogic approaches (for example Savin-Baden & Wilkie 2006 offer a specific focus on problem-based learning). Particularly helpful are those which offer practical advice on how to enhance collaborative learning based upon empirical evidence and the '*view from the inside*' (McConnell 2007). The learners' experiences should be at the heart of a process of continuous enhancement irrespective of pedagogic approach however this becomes even more critical in an e-environment. Technological change enables the rapid development of new approaches to delivery, what seems essential is that in the enthusiasm to innovate, learners do not end up as 'guinea pigs' in the pursuit of what consti-

tutes 'leading edge'. The author strongly supports the suggestions of McConnell who cautions:

'The importance of understanding how students experience networked e-learning cannot be understated. It is important for us to know if the e-learning designs we employ, and the various methods chosen to help develop the groups and communities, work in practice.' (McConnell 2007; 89)

One area where there is little evidence of an exploration of the '*view from the inside*', relates to how learners engage with reading material in the e-environment. McVay (2002) warns that the distribution of texts is often a neglected aspect of e-learning course developments. He suggests that a solution is to '*provide all information via the Web*' (McVay, 2002, 61) but does not expand upon the implications of such an approach. As more resources become digitalised and discussion focuses on the 'bookless library' (Whitaker 2008; www.jiscebooksproject.org), designing an e-learning programme and then relying on traditional resources seems to make less sense but may present a challenge to academics used to core texts.

In the early days of e-learning core texts were (and still are) an essential component of course developments; often the quickest way to take a module to 'e' was to find a good text, develop a 'wrap round' approach, and add some 'e-tivities' (Salmon 2002) to produce the online offering. Students would then be required to purchase that text or it would be distributed as part of the course fee. The rising popularity of e-resources (Tenopir 2003) coupled with the arrival of a generation of students described as the 'digital natives' (Prensky 2001) provides a context where being 'fully online' suggests a different approach. This could possibly involve finding an e-book, or a scenario where all reading material used in the face-to face environment is simply scanned onto the VLE. The latter is certainly a quick and simple solution but ensuring compliance with copyright legislation is something that is not quite so simple, particularly in the e-environment.

It is the author's experience that many academics still find developing e-learning material at a basic level, a significant challenge, without adding to this the complexities of scanning and copyright. As 'digital immigrants' (Prensky 2001) (with far less technical competence than their students) it is easy to be so overwhelmed by developing content and a pedagogic approach suitable for an e-environment, that the support that might be provided upfront by subject librarians, information services staff and educational development specialists, is overlooked and often bypassed completely in e-learning devel-

opments (SCONUL 2005; Fletcher 2007 Stewart 2001).

Rethinking the role of library staff and addressing the challenge of providing an environment conducive to reading for a degree in a world dominated by e-resources, is the focus of the 'eRes project' at BU which highlights that there has been only very limited research conducted on 'reading strategies'.

'In 2003, librarians at the University of the West of England (UWE) coined the term "reading strategies" to draw attention to the fact that reading lists are only part of a wider "reading strategy" that should consider not only what students read but how they will get access to their reading material. The results of the work at UWE have led to what can be described as a hybrid solution, identifying and providing electronic material to supplement and complement print resources (Chelin, 2005). This work did not address how reading, critical thinking and learning might take place in this desktop world. Work done at Edge Hill College (Martin and Stokes, 2006) describes reading lists as "Cinderella rather than superstar despite their time under the spotlight" and note concerns from both academics and librarians that strategies need to develop autonomous learners and avoid spoon-feeding.' (Dale and Beard, 2008).

The e-Res project is addressing a gap in the literature and highlighting the importance of 'reading strategies' and the role of the subject librarian in the development of e-learning.

The next section of this paper summarises the rationale behind the case study undertaken as part of the e-Res project and describes the method adopted whereby hardcopy resources were embedded within an e-learning module, and then how student feedback was sought.

Rationale and Aim of this Case Study

The rationale for the project is based on three drivers:

1. Lack of a suitable text resulted in a huge resource pack (which would have been impossible to post) – this meant an exploration of alternative solutions.
2. Working with the subject librarian 'after' module design was offered as a solution but also suggested an opportunity to explore how this might operate in future developments, as a process which might take place at the outset.
3. The author had very little understanding about scanning articles and copyright in an e-learning context and needed help/wanted to know more.

The aim of the case study is to turn a traditional approach of providing reading resources in a hardcopy form into embedded e-learning material, to learn in the process and to explore how the learners then experience the reading material.

Method

The method is explained in two sections. The first section describes the process of changing the resource pack for the GPM into an e-form, working with the 'e-Res' team. The second stage describes how 'the view from the inside' (McConnell 2007) was sought.

Working with the e-Res Team

The first stage of the project involved a meeting with staff from the Pathfinder Project (the e-Res team). This meeting included the Subject Support Librarian, the e-Res Project Librarian and an Educational Technologist. The author explained the dilemma and talked through the resource pack. The resource pack was then left with the Project officer to develop a solution.

Further discussion then took place by email, followed by a further meeting with the wider team, when e-mail proved unsatisfactory and to monitor progress.

The Subject Librarian went through each article in the resource pack and a process of agreeing what was available electronically, what could be scanned or alternatives, took place over a few weeks with a spreadsheet produced. Once digital alternatives were available, these were sent to the Learning Technologist for embedding within the content of each section.

The author made notes to document the process and record experience (Holly 1989) for reflection later.

Exploring Students' Perceptions of Embedded Reading

The module was delivered in the period from January 2008 to end of April 2008, to two groups of students: the original target group had been studying in full-e-learning mode since the outset of their studies (Group 1) and a further group (Group 2), who had previously been studying in face-to-face, part-time mode.

Twelve students were registered for Group 1 but only ten took part in the module.

Originally sixteen students were registered for Group 2 but only thirteen undertook the module, with one student declining to participate in the conferencing forums.

As students progressed through the module, informal feedback was sought in the first few weeks.

Formal feedback was sought in the last week of delivery through a questionnaire (appendix 4) to all students. A summary of students' contributions to the discussions was also printed out to enable textual analysis but that detail is not reported here and will be the subject of a more detailed study.

Data Analysis

The 'process' of working with the Library was evaluated by reviewing the notes kept, checking perceptions of how it worked with others involved, and reflecting on the journey from start to finish.

A textual analysis of the 'Discussion Forums' was initiated to explore whether evidence of reading was apparent but was then postponed and will be the subject of a subsequent piece of research. This did however enable the author to 'get a feel for the data'.

The results from the questionnaires from students were entered into an excel spreadsheet – the small number did not suggest a need for anything other than descriptive analysis.

The 'results' and discussion are presented under two headings: firstly, what was learned in the process and secondly, what did the student feedback reveal.

Results

Reflection on the Process of Working with Subject Librarians

The process, with the benefit of hindsight, has been relatively straightforward. In this case a large pack of articles, assembled around the sections of the module, was handed over to the library and they became 'e-resources'. It was not however quite that simple and not without points of anxiety in the early stages of the process.

The first meeting to agree what was desired and what might be possible felt rather intimidating, given that there were three members of the E-res project (and the author) but this was by dint of the fact that a larger team were involved in the University wide initiative and wanted to retain an overview. Handing over a neatly and meticulously constructed pack of what was, in some cases, the only copies of articles created some trepidation. In the end the nerves were unfounded as the pack was eventually returned in the same pristine condition and order. This was helpful as the author intended to use the pack as her own source of reference during module delivery.

After the first meeting, one person (from the Library team) worked through the resource pack identifying what could be scanned, where there was already an electronic source and where copyright was being broken. A very long email using colour code and asterisks (appendix 3 shows an extract) was then sent to the author with suggestions for action.

This came at a busy time and without the original resource file, it was difficult to make sense of the e-mail and what actions were expected. The feeling was one of slight irritation as the 'problem' had still not been solved but seemed to have magnified (in the author's perception) by being 'batted back'.

A telephone call to the project leader to explain feelings, with a suggestion that if someone experienced in e-learning felt 'immobilised' after the first e-mail, then it would not be the best approach in the future (with less experienced e-tutors), resulted in apologies and an urgent meeting. The subsequent meeting with the team focused on the development of a different process, a spreadsheet format which could be updated as progress was made. A one-to-one meeting followed with the project officer; this enabled clarification on each spreadsheet item and progress to be updated. This contributed to the author's learning experience of copyright and resulted in a better understanding of why some things were not possible and enabled an exploration of alternatives such as e-books, e-journals, scanned articles and web-links.

The spreadsheet approach and face-to-face discussion enabled the author to get to grips with the 'why nots' of copyright, flagging up where more than one chapter had been used from the same book and also where the Library did not stock a book, so would need to purchase a physical copy to comply with copyright. The recently developed 'Copyright Compliance for Staff' and 'Copyright and myBU (the VLE) FAQs' (both internal documents) proved useful (and enlightening) as did a quick check of the CLA website (<http://www.cla.co.uk>). The author had very little understanding of the implications of the Copyright Clearing Licence and what this meant, for placing items in E-Reserves and who was able to do what, in terms of roles and responsibilities – the licence means library staff have to undertake the scanning task. They are also the experts in terms of addressing what is and what is not, acceptable.

The limits of what could be scanned per unit/module per programme (for example, only a single chapter from a book, no single extract or extracts from a published edition longer than 5% of total, the library has to own a printed copy of the original) were things that had not previously been considered when the e-learning module had been developed. Had this knowledge been accessed before designing the module and had the author worked with a subject librarian upfront, then this might have yielded a different selection of resources. In some instances the librarian was able to find a 'journal article equivalent' of a book chapter which could not be scanned because it would have meant breaking copyright; in other cases the superior information

search skills of the librarian, yielded a better electronic alternative.

Once all the material that could be scanned was scanned, or other sources found such as links to e-journals, the reading was passed on to the learning technologist who then uploaded to the VLE, into the places in the sections of e-content, where the author had already inserted markers.

Reflection on the process from start to finish shows a journey from considerable anxiety, to one of complete relief tempered with a degree of cynicism – the task had been successfully achieved but how would the learners react to 'zero hardcopy'? The next section details the feedback from students after module delivery.

Student Feedback

Twenty three students were registered at the start of the module distributed in two groups.

The ten students in Group One are studying for the BA (Hons) International Business Management – these are 'distance' students in their final year who have never attended face-to-face.

The thirteen students in Group Two are on the BA (Hons) Business and Management part-time. These are part-time students who up until this year, have previously been in F2F mode.

Both groups are largely 'mature' and in the workplace.

Fifteen Students completed the questionnaire: eight students from group one; seven from group two.

Question one - which online resources have you used previously?

All respondents had used websites and most had used e-books and e-journals with the exception of two students who had not previously used e-books and one student who had not used e-journals.

Question two - where did you access the resources?

Eleven respondents accessed from home and work; four only from home;

Question three - Did you read the resources?

Only one read everything 'online'; three 'printed out'; eleven used a mixture of both.

Question four - How many of the resources did you read?

Only two students indicated that they had read 'all' the resources, the other respondents indicated 'most'. No-one ticked 'some' but even if this had been a true response they would not have been likely to indicate that that was the case.

Question five - I found the resources easy to access

Nine students 'strongly agreed'; five agreed and only one disagreed.

Question six - I found the resources easy to use

Eight strongly agreed; five agreed and only two disagreed

Question seven - I found it useful to have all unit resources made available online

Students obviously felt more strongly about 'usefulness' than 'ease' (Q6): eleven students strongly agreed; two agreed and two disagreed. Not all respondents added extra comments. Those that did highlighted why they had found the online resources useful.

'Having information readily available allows time to download and print off the resources. This allows time for digestion of the information and also allows you to highlight aspects that are relevant / interesting to the course and for personal reasons'.

'It means it is a one stop shop to get you started. All your info is to hand which is particularly handy if you are not at home and are logging on somewhere else because you have the text with you instead of carrying text books around. It saves a little on the cost of books.'

'Having hard copies of the work is always easier to read than trying to do so on a computer screen. However the pages always tend to get mixed up (at least mine do!) and when looking for a specific piece of information it can be difficult to find. Have the information on-line and broken into the relevant sections makes it much easier to find a piece of information when needed. It also reduced the amount of clutter and paperwork as I was writing my assignment'.

'All relevant resources listed in one place – saves time Often, online resources help to spark new thought patterns more than books because you can instantly look up links, searches etc – saves a lot of time

Overall, time is my most precious commodity and having online resources available in the units really helps me maximise my time efficiency.'

'Resources can be accessed instantly from work and at home without having to get to the Uni library. I often find that books applicable to the current unit have been snapped up by the full time students before I can get to them so scanning in the relevant chapters made sure I could access the information.'

'Resources available anytime day or night – saved driving to library'

Question eight - I would prefer to be provided with printed resources.

All students except one disagreed with this statement. Comments included *'I print any resources I require when I require them – I believe this to be the best use'*.

Discussion and Conclusions

The process of working with subject librarians (the ERes Team) has been described. It took place after the module and indeed the whole course, had been developed and validated. The process resulted in an e-learning experience for students where they moved seamlessly between introductions to each section, some reading, some discussion, some more reading and identified tasks. In developing such an approach the most apparent conclusion is that it really did not require very much effort and enabled the author to appreciate the contribution and knowledge of these colleagues.

The early experience of working with the team felt alien at first - academics and librarians can seem like two distinctly different tribes with different ways and language - however, once a way of working and a format for documenting progress had been clarified and agreed, the support was invaluable. It is suggested that where these two groups come together motivated to focus on a task where there are mutual learning benefits, new understanding of each other results. The author came to appreciate that subject librarians are not only the experts in the understanding of copyright but are able to find alternative sources of reading much more quickly than an academic - their information search skills are well-honed. Their role as 'information brokers' is invaluable to an academic designing and delivering 'e' but possibly not generally appreciated.

A learning technologist also filled a vital role in loading the material, ensuring links functioned and checking the overall look and feel. This emphasises the importance of the wider team approach when

developing e-learning. The author was aware of this necessity from the outset but in the rush to 'take a product to market' these things are too easily overlooked. What seems important in developing e-learning courses is that the academic could actually save a lot of time, by consulting with subject librarians before committing to a module structure and content.

McVay (2002) recommends not using texts in e-learning and the author supports this view - the feedback from students confirms that they prefer to have all of the reading material available online. The results show that the students were overwhelmingly in favour of embedded resources. The only negative comment came from one student who had a physical problem with her eyes in relation to lights, and one student who commented that there was too much reading in some sections. In response to the latter the author was largely in agreement and this will be reviewed for future groups.

The response from students was much more positive than the author had anticipated; the expectation was that students might have appreciated the effort that had gone into this but that they would be much more ambivalent about the benefits and may have actually complained about not having hardcopy. Their reaction has been so favourable that it actually lends weight to a proposal that future developments for e-learning, should start with a visit to the subject librarian - rather than consultation after the creation of a reading list.

As an academic who has had substantial experience of e-learning and is familiar with the benefits of 'constructive alignment' (Biggs 1999) in terms of assessment, a revelation that surprised the author, is that we really do not pay sufficient attention to reading resources: constructively aligning the reading to secure more critical engagement, is something that is not fully explored. A further revelation was that the learners introduced substantial resources of their own: this leads to a question of how much content is actually required upfront and where learners are introducing high quality material and constructing knowledge, how is this captured for future use.

The experience in this project leads the author to support the proposition of Ball, Beard and Newland (2007: 125)

'The arrival of digital natives in universities, coinciding with the adoption of transformational technology, the VLE, requires a fundamental shift in the creation and provision of learning resources'.

However, with the caveat that the research undertaken here has really only scratched the surface, with such a small sample. The learners may also have

been reporting their experience of engaging with the reading more favourably than was actually the case: they were hardly likely to state that they had not read all of the material, particularly as the questionnaire was returned just before the unit assessment.

The next stage of the research will involve a full textual analysis of the discussion forums to evaluate the extent to which evidence of reading is exhibited, whether the reading contributed to the quality of the discussion and finally, whether it contributed to the quality of the assessment. Early analysis reveals that where the activity and discussion questions (set by the tutor) made explicit reference to the reading, students engaged more critically. It was also noted that more sophisticated engagement was taking place in the discussion forum by the group who had been

e-learners for some time – this will be explored further.

Developing e-learning material and e-environments that secure the critical engagement of learners and enhance learning is a challenging task: this very small-scale study highlights that the task becomes easier where the academic works with a subject librarian, in the capacity of information broker and copyright expert. A learning technologist then fulfils the 'assembling' role and the tutor (post-assembly) has to facilitate learner engagement. A process of teamwork results in an experience which students report that they largely prefer, however further research is necessary to ensure that reading is integral to tasks and enhances learning in the e-environment.

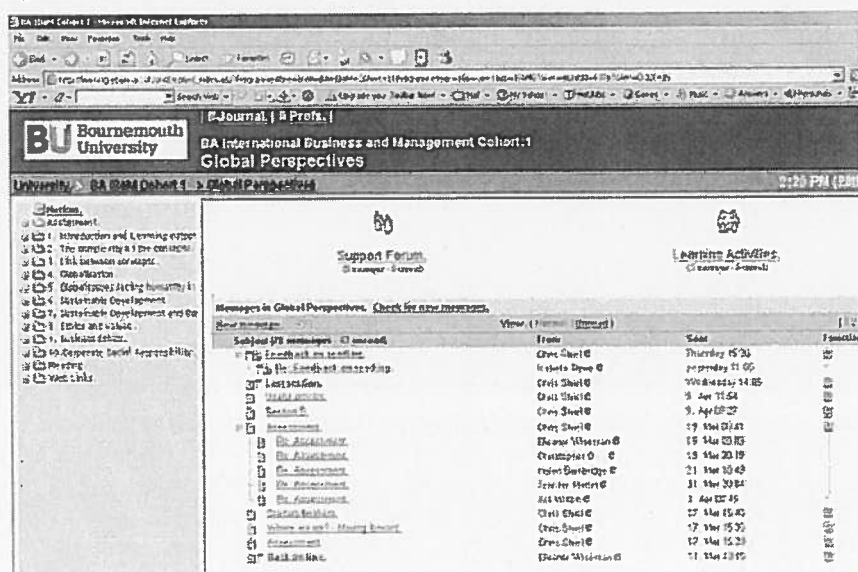
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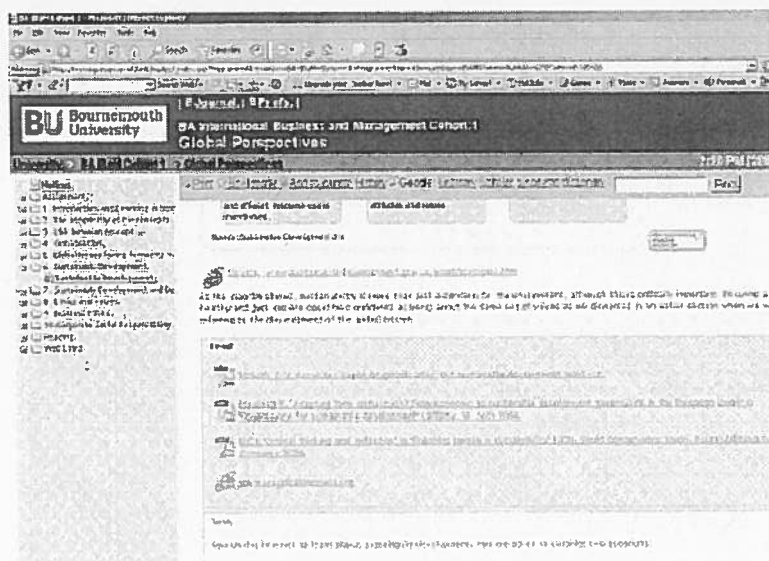
Appendix 1

The screen layout of the GP module showing sections (lefthand bar and main noticeboard)



Appendix 2

Section on Sustainable Development showing some Text, some Reading and Start of Task



Appendix 3

First E-Mail Instruction/communication from librarian

Following our meeting on 21st May, I have been working with the yellow IBAM file you provided for me and have compared it to resources in the *Global Perspectives* section on BUILD. Please consider the comments below (text in red indicates recommendations to and actions for IBAL).

To legitimise your use of photocopied resources, which are currently not 'copyright-cleared', X & I recommend that you provide access to the material electronically by posting the URLs. URLs for some resources are given below, in other cases, we will endeavour to make them available electronically and keep you informed.

Also there is information in the yellow file that is not recommended on BUILD and vice versa, most noticeably, the whole Global Governance section is in the file but isn't on BUILD? So with this and other related matters, please can you give immediate direction as to whether or not these resources are required, so we may move on with ordering and scanning those resources.

1. Concepts

- Action on Library staff to make available electronically and provide you with electronic access: Book Chapter: Dower N 'Global Citizenship: Yes or No' in Dower N and Williams J 'Global Citizenship: A critical reader' Edinburgh University Press 1988
- Action on Library staff to make available electronically and provide you with electronic access: Book chapter: Edwards M and Gaventa J (eds) 'Global Citizen Action: lessons and challenges' in 'Global Citizen Action', Earthscan 2001.

2. Link between Concepts

- Action for IBAL to update BUILD and provide electronic access to resource rather than photocopy for students: Book chapter: IUCN 'Imagining a better future' in 'Engaging people in sustainability' IUCN, World Conservation Union, Post Publishing Public Company 2004. URL:

3. Globalisation

- Action on Library staff to make available electronically and provide you with electronic access: Book chapter: Held D. and McGrew A 'The Great Globalization Debate' in 'The Global Transformations Reader' by Held and McGrew 2002
- Action on Library staff to make available electronically and provide you with electronic access: Journal article: Benjamin Barber 'Can Democracy survive globalisation? In Government and Opposition vol 35 no 3, pgs 275-301, 2000

4. Global Issues

- Action on Library staff to make available electronically and provide you with electronic access: Thomas C. Chapter 2 'Mapping inequality' in 'Global Governance, Development and Human Security: the Challenge of Poverty and Inequality' Thomas C 2000, p.23-33
- Same source being used, breaking copyright to provide photocopy of more than one chapter of source: Thomas C. Chapter 1 'Setting the scene' in 'Global Governance, Development and Human Security: the Challenge of Poverty and Inequality' Thomas C 2000, p.3-22
- Library recommends Action for IBAL to provide electronic access to resource rather than photocopy: Report chapter: UNDP Chapter 1 'Human development with a human face' in UNDP 'Globalization with a human face' Oxford University Press 1999, p.25-48 URL:
- Action on Library staff to make available electronically and provide you with electronic access: Book chapter: 'Moving beyond : developing countries, climate change and sustainable development' in 'Survival for a small planet' Bigg. T 2004, p.46-58
- IN FILE BUT NOT IN BUILD Report chapter: United Nations, The case for focusing on inequality in Report on the world social situation 2005 URL directly to resource: URL to UN Dept of Social & Economic Affairs website page providing link to resource:
- IN FILE BUT NOT IN BUILD & same source being used, breaking copyright to provide photocopy of more than one chapter of source: Thomas C. Chapter 3 'Ideas about development' in 'Global Governance, Development and Human Security: the Challenge of Poverty and Inequality' Thomas C 2000, p.34-52
- IN FILE BUT NOT IN BUILD & same source being used, breaking copyright to provide photocopy of more than one chapter of source: Thomas C. Chapter 5 'Liberalism of trade, finance and investment' in

'Global Governance, Development and Human Security: the Challenge of Poverty and Inequality' Thomas C 2000, p.69-90 etc, etc.

Appendix 4 Questionnaire from Student

eRes is a project funded by the Higher Education Academy, looking at innovative e-learning activities. We would be grateful if you would complete this survey to help us with our research.

Chris Shiel Global Perspectives

As part of this unit, you have been provided with online materials to inform your unit. Please indicate your answers by marking with an 'X'

1. Which online resources have you used previously? (Please mark all that apply)

- ☐ E-books
- ☒ E-journals
- ☒ Web sites
- ☐ Other (Please specify):

2. From where did you access the resources (Please mark all that apply)?

- ☒ Home
- ☒ Work
- ☐ Other (Please specify):

3. Did you read the resources?

- ☐ Online
- ☒ Printed out to read
- ☐ Both

4. How many of the resources did you read?

- ☐ All
- ☒ Most
- ☐ Some

Please reply to the following statements by marking with an 'X' the words that best reflect how you feel about each statement

5. I found the resources easy to access

- ☒ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

6. I found the resources easy to use

- ☒ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

7. I found it useful to have all unit resources made available online

- ☒ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

If you have selected Strongly Agree or Agree in the above statement, please list reasons:

8. I would prefer to be provided with printed resources.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

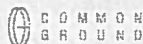
If you have selected Strongly Agree or Agree in the above statement, please list reasons:

1. *This survey is anonymous and all responses are confidential*
2. *For more information on the eRes project go to <http://www.bournemouth.ac.uk/eds/eres/index.html>*

About the Author

Chris Shiel

Chris Shiel has worked in a Business School in UK Higher Education for almost 20 years. She has led developments in e-learning and the 'global perspectives' agenda which involves global citizenship, sustainable development and internationalisation. Her passion for global perspectives is reflected in her national activity: as an External Advisor to the Centre for Development Education (IoE) and the UNESCO Centre at the University of Ulster, Belfast. She is also a Board Member of the 'DEA: Education for a Just and Sustainable World'. Chris currently leads a Development Programme for the Association of Business Schools for Directors of Learning and Teaching. E-learning experience has enabled her to develop innovative approaches to delivering global perspectives.



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