

Community Dimensions of Learning Object Repositories



Colin Milligan

CAPLE, University of Strathclyde

<http://www.strath.ac.uk/caple/staff/milligancolindr>

Key questions

- ❑ What are the key barriers, enablers and dimensions underlying the use of LORs by communities?
- ❑ How can we support systematic identification of these issues?
- ❑ How can we enable learning communities to effectively share and reuse educational resources?



Dimensions of repositories

Purpose – e.g. for sharing audio-files, or for preservation of institutional educational resources

Subject area – e.g. social work, medicine

Scope - departmental, institutional, national, or international

Educational sector - school, higher education, further education, lifelong learning

Contributors - teachers, students, publishers, support staff, JISC-funded projects

Business model - business, trading and management framework underpinning repository



Get Started

Support

User

[Login](#)

[Register](#)

[Help](#)

[Terms of use](#)

Contributor

News and Events

Publications

About us



Jorum User

[Reuse](#) | [Repurpose](#) | [Review](#)

If you want to reuse and repurpose materials from Jorum then you're in the right place! As a Jorum User you are able to search, preview, download, review, reuse and repurpose materials that you discover.

This **free service is available to teaching and support staff** from signed up UK Further and Higher Education institutions. Staff can use the learning and teaching materials (which cover a range of subject areas) to enhance their students' learning experience. Materials range from single assets (documents, images, diagrams) to more comprehensive learning objects (interactive units and content packages).

How do I get a Jorum User account?

Our Jorum User [registration page](#) explains how to check if your institution is signed up for Jorum and how to easily register for an account using your existing Athens username and password.

Some useful links

- [> See if your institution has registered to use Jorum](#)
- [> Learn how to search for resources and download them with our \[Jorum User guides\]\(#\)](#)



>> [Projects](#)



Find out about the Institute's current and past project work.

[Home](#) » [Projects](#) » [Current projects](#)

The Learning Exchange

Tuesday, September 19, 2006

>> [What is the Learning Exchange ?](#)

The Learning Exchange is the world's first interactive library - or digital repository - of learning resources for social work education. The content includes interactive games, video clips, case studies, official publications and radio broadcasts, all of which may be used for non-commercial, educational purposes. Much of it may be modified to suit individual needs.

This rich variety of content enables an active community of educators to develop and disseminate high quality learning materials.

View a short introductory video about the Learning Exchange.

>> [How is material selected?](#)

Working with practitioners, SIESWE carefully selects material that is relevant, up-to-date and re-useable for teaching purposes. Learn more about the policies governing [linking](#), the [scope](#) and [quality](#) of the materials.

>> [How do I find relevant material?](#)

The contents of the Learning Exchange are organised according to their relevance to the Framework for Social Work Education in Scotland, making it easy to find suitable learning resources. There are also advanced searching options.

>> [Who can use the Learning Exchange?](#)

Access is free - via Athens - to staff and students of the nine collaborating

>> [Feeds](#)

- >> [About feeds](#)
- >> [News aggregator](#)
- >>  [News](#)
- >>  [Podcast](#)

>> [Learning Exchange](#)

- >> [About Learning Exchange](#)
- >> [Sign in via Athens](#)

>> [Links](#)

- >> [Audio](#)
- >> [Fast Track Graduate scheme](#)
- >> [Practical learning: the PEPE 2008 conference](#)
- >> [Scottish Voices](#)
- >> [Join mailing list](#)

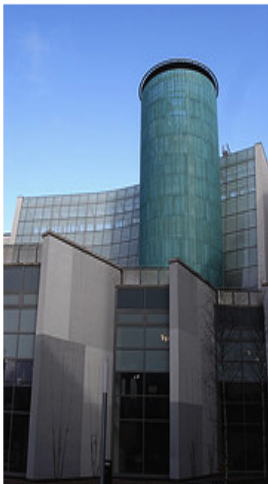


SPOKEN WORD SERVICES

- » Home
- » Find Audio & Video
- » Search

- » Sign Up
- » Log In » Advanced Search
- » Help
- » Using Audio & Video
- » Annotation
- » Case studies
 - » Talking Hospitality Podcasts
- » Copyright
 - » User Licence
- » Pedagogy
- » Teaching Weblogs
- » About Us
 - » Accessibility
 - » Collaborators
 - » FAQs
 - » Information Architecture

Welcome to Spoken Word Services



UPDATE 14th May 2007 - We are recruiting! An exciting full-time opportunity exists for a Digital Repository Developer. For further details and information on how to apply, please [click here](#).

Spoken Word Services is based in the [Saltire Centre](#) at [Glasgow Caledonian University](#). Our core aim is to enhance and transform educational experience through the integration of digitised spoken word audio and video into learning and teaching. You can read more about the background to Spoken Word Services in the '[About Us](#)' section of this site.

You will also find information about our [Staff](#), our [Partners](#) and our [Collaborators](#) here. In addition, this section contains information about our [Information Architecture](#) and a statement about our [Accessibility](#) aims.

To access and begin using our repository of digital audio resources, please use the '[Find Audio](#)' link. We are attempting to make a substantial portion of the BBC's radio archive accessible online for educational use, ranging from [Leonard Cheshire's eyewitness account of the Nagasaki atomic bomb](#) to [Boy George's frank discussion of his own heroin addiction](#). Spoken Word resources are for educational purposes only.

These resources are protected in the United Kingdom and other countries by copyright law. Use of the Spoken Word audio repository is subject to an [End-User Licence Agreement](#), which you must read and understand before proceeding. For more information please visit the [Copyright](#) section of the site. Once you have successfully registered, you can begin exploring the wide variety of rich, authentic audio resources in our repository.

In the '[Using Audio & Video](#)' section you will find information about ways in which our resources are currently being used in teaching and learning, and some suggestions for future uses. If you have other ideas for using Spoken Word resources, we would love [to hear from you](#). You can browse our [Case Studies](#), and find out more details about how we are working with educators in different subject areas. We also provide links to several examples of [learning blogs](#) used by our [teaching collaborators](#). You can also learn about our [pedagogical approach](#), and our [audio annotation tools](#).



*digital libraries for global
distributed innovative design
education and teamwork*

[About](#) | [wiki System](#) | [Project Themes](#) | [Dissemination](#) | [Contacts](#)

The DIDET Project

[About DIDET](#)

[Digital Libraries in the
Classroom Programme](#)

[DIDET Project Themes](#)

[DIDET wiki based system](#)



[DLIC Dissemination Online](#)

Digital Libraries for Global *Distributed Innovative Design, Education and Teamwork*

The DIDET Project is being led by the [University of Strathclyde](#), [Stanford University](#) and [Olin College](#) to enhance learning opportunities by enabling students to participate in global team-based design engineering projects that give them experience of working within multi-cultural contexts and enable them to develop global design team working skills. We are now disseminating information on the classroom model and wiki-based system (learning environment and digital library) developed to transform the education process for Design Engineering. Please use the website links or [contact us](#) for further information.

Dimensions of community

- ❑ **Purpose** - shared goal/interest of the community
- ❑ **Dialogue** - modes of communication, e.g. online, face-to-face, or mixed
- ❑ **Roles** and responsibilities
- ❑ **Coherence** - whether the community is close-knit or loosely confederated/transient
- ❑ **Context** - the broader ecology within which the community exists, e.g. professional bodies, governments
- ❑ **Rules** – e.g. ground rules of conduct, rewards and incentives mechanisms, control of access and use of resources
- ❑ **Pedagogy** of the community - for example, problem-based learning, collaborative learning.

CD-LOR

- ❑ CD-LOR was interested in enablers and barriers to successful uptake of LORs:
 - ❑ Desk Study
 - ❑ Survey of Repository Users (and PRMS Survey)
 - ❑ Community Consultation:
 - ❑ Elicit barriers
 - ❑ Develop Use Cases
 - ❑ Trial and Implement
- ❑ Integrative Outputs
 - ❑ Guidelines for Curators and Managers setting up new repositories
 - ❑ Recommendations (for policy and further work)

Barriers

Socio-cultural

- Community norms of sharing & collaboration
- Size and scope of community
- Roles and hierarchies

Pedagogic

- Diversity in approaches to learning
- Discipline-specific resources
- Curriculum standardisation (HE vs FE)
- ICT skills and information literacy

Organisational

- Incentives and rewards
- IPR, DRM, metadata
- Quality assurance of resources

Technological

- User friendly interface and databases
- Effective search, storage, download and preview
- Interoperability with other systems and tools

Findings

- ❑ Repository Users Interviews – interview users and curators of different repositories
- ❑ Use Activity Theory to compare different perceptions and identify mismatch:
- ❑ e.g. JORUM
 - ❑ Curators see long term goal of sharing networks, users want to solve short term problems
 - ❑ Curators see repository in isolation – users see it as another tool.
 - ❑ Curators see single communities, users identify with multiple communities.

Findings

- ❑ Use Case collection development, prioritisation, implementation and evaluation
- ❑ More direct focus on barriers and solutions, particularly technical:
 - ❑ Informing users of new resources,
 - ❑ Web based public search of repository
 - ❑ Managing access to content
- ❑ Repositories can be tailored to users needs
- ❑ Addressing Social, organisational and pedagogic barriers is more difficult, requiring longer-term and multi-faceted approaches.

Recommendations

- ❑ LORs should only be introduced if they are a solution to a problem meaningful to users (1)
- ❑ Appropriate user support strategies should exist (12)
- ❑ Product innovation should involve process innovation (8)
- ❑ LORs linked to institutional and national strategies for teaching and learning (10)
- ❑ Demonstrated impact and added value for users (3)

Structured Guidelines

- ❑ A how to guide to build a repository which meets the needs of your users and their communities
- ❑ Ask the right questions
- ❑ Consider the likely answers
- ❑ Understand how 'Community Dimensions' inter-relate.
- ❑ Know how to Interpret the answers you get
- ❑ Take an iterative approach

Further details

- ❑ Structured Guidelines for Setting up Learning Object Repositories

http://academy.gcal.ac.uk/cd-lor/documents/CD-LOR_Structured_Guidelines_v1p0.pdf

- ❑ Recommendations for future research and development in the area of Learning Object Repositories

http://academy.gcal.ac.uk/cd-lor/documents/CD-LOR_FinalRecommendations.pdf

- ❑ Colin Milligan: colin.milligan@strath.ac.uk

- ❑ Anoush Margaryan, Allison Littlejohn
Peter Douglas, Sarah Currier