

Project Document Cover Sheet

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Executive Summary

This report provides an overview of the outcomes of the REVOLVE project which was one of the REProduce projects funded JISC to develop learning resources from existing content. After providing an outline it discusses the main aims and objectives of the project. The four main phases of the project: planning and research, design and development, Implementation and Evaluation, are outlined and details of materials sourced are provided. Details of the Customer Experience Management module are presented together with details of the use and evaluation of the materials. The report concludes by making recommendations for comprehensive copyright guidelines and that materials are designed for re-use. It also highlights the reluctance of academics to re-use content is partly caused by difficulties in identifying sources and copyright issues. It ends by stating that a critical mass of open educational resources as well as easy to use tools and technologies is needed before academics will re-use content.

1 Background

1.1 Overview of Project

The REVOLVE project created a technology-enhanced module delivered by e-learning that uses and repurposes existing materials from a variety of sources. Over half the materials were sourced externally and these have been complemented by existing UCLan materials and materials specifically written for the module. The project built on parallel and previous re-usable content initiatives such as the work at the RLO-CETL, the JISC funded Sharing the Load¹ project as well as the FDTL5 project E-Evolve² which created over 50 learning package containing in excess of 100 re-usable learning objects. The REVOLVE project has contributed to the debate about what constitutes a learning object by defining two types of objects, Learning Activity learning Objects and Raw Material Learning Objects. The project has produced a learning design methodology that allows for re-use and re-purposing of materials within a variety of pedagogies

The re-usable materials created by the project were developed for a new module for final year undergraduate students in the Business and Management subject area. The module, Customer Experience Management, is offered as an option module to campus based students during their final year. The e-learning nature of the module provides students with a greater flexibility to attend job interviews, assessment centres and continue with their academic studies and part-time jobs. The module has also been developed as part of a suite of modules offered to students taking a distance learning top-up HND/Foundation Degree in Business Administration. The flexible nature of the delivery and adaptability of the design will allow it to be offered to work-based learners as a standalone certificate of 20 credits.

1.2 Scope and Boundaries

The project produced ten packages of re-usable learning objects for a 20 credit module. The project evaluated one delivery of this module during semester 1 2008/09. These ten re-usable packages of materials will be made available via the e-evolve website www.employability.org. The materials will also be made available from JORUM repository when full copyright clearance has been granted for the external materials used. Some packages may also refer to readings from journal articles and textbooks which will not be made available due to publishers not granting copyright clearance for free access. These materials are readily available online but a fee may be required to access them if an institution does not have current clearance to access them.

2 Aims and Objectives

The aim of the REVOLVE project was to design, develop and implement a 20 credit Customer Experience Management³(CEM) module using and repurposing existing materials from a variety of sources. The specific objectives of Revolve were to:

- Design and develop a technology enhanced module to be delivered by e-learning
- Design and develop RLOs for module content from at least 50% external content
- Develop case study detailing design and development process

¹ See Project website <http://www.ucel.ac.uk/load/>

² See Project website and repository <http://www.uclan.ac.uk/evolve> and <http://www.employability.org.uk>

³ The original module was to develop customer relationship management material but after initial research customer experience management was identified as more appropriate title and subject content.

- Develop and increase opportunities for institutional staff to engage in design and development of RLOs
- Provide opportunities to share design and development process with other JISC projects through peer evaluation and review
- Provide institutional staff with a model and resources to facilitate the provision of additional technology enhanced modules utilising RLOs

3 Methodology

The project was split into four main phases: Planning and Research, Design and Development, Implementation and Evaluation and Dissemination. The Planning and Research phase took place during April to July 2008. This stage consisted of the development of a project plan, identification of a range of suitable materials for the project, selection of design/development tools, module validation. This phase also included the clearance of copyright and IPR issues. This prepared the ground for the second phase which consisted of the pedagogical design and development of module content materials from external and internal sources as well as newly created materials. This stage was also subject to project team and peer review. The third phase was be the first delivery of the module with students recruited at progression in May and again at start of semester 1 for direct entrants. Evaluation by students through online surveys and staff-student panels formed a major part of this phase. Content and delivery was updated and amended during this stage. The final phase was the evaluation and dissemination and included interim and final reports as well as preparation and release of other deliverables such as case study and guidelines. Throughout the project the project website was updated and various activities for dissemination and involvement with other JISC projects as well as UCLan staff were undertaken. The website also contains a weblog⁴ which was updated by the project manager throughout the project in the form of a reflective diary. Formative evaluation took place throughout the project by peer and student review. Summative evaluation was based on these evaluations, student feedback and other activities and was overseen by an evaluator external to the project...

3.1 Materials

The Revolve project reused and repurposed learning materials sourced externally to the institution. These materials were sourced from a variety of sources including the many learning materials funded by JISC; freely available materials from book publisher's websites and industry practitioners; RLOs created by other institutions, Web 2.0 materials such as YouTube video clips; as well as materials identified through repositories such as JORUM and MERLOT. Materials produced by book publishers that are freely available offered a rich source of academic material including sample chapters, self assessment quizzes and links to further resources. Industry practitioners also provided a rich supply of case studies and 'white papers' on key topics. These materials provided the vital link between theory and practice. There are some individual institutions that have created re-usable learning objects that were used by the module (eg RLO-CETL, WISOnline⁵ based at Wisconsin University) as well as some that had suitable open learning materials (e.g. Open Learn at the Open University and Business Online Learning Archive at Brunel).

Customer Experience Management relies on a sound marketing knowledge and therefore many of the learning packages within the learning module begins with a content check using self assessment quizzes to test student's prior knowledge. These self assessment checks

⁴ Weblog can be found at revolveproject.ning.com

⁵ See <http://www.wisc-online.com/>

were sourced from publishers' websites for a number of marketing texts (e.g. Pearson Education companion website⁶). These self assessment checks are freely available and provide feedback. Recommended reading and weblinks from external sources (eg Business Online Learning Archive ⁷ at Brunel University) was provided to those students who perform below required levels for this module. The module provided students with packages of materials equivalent to three hours classroom time. Each package contained one or more mini-lectures, video-clips, reading text and a number of associated tasks. Existing PowerPoint presentations were sourced from materials with Creative Commons⁸ share and share-a-like licences or similar materials freely available from repositories such as Slide share⁹, JORUM and MERLOT. . These PowerPoint slides were enhanced with audio using Adobe Presenter to create mini-lectures. These mini-lectures were supplemented with keynote speaker video clips and webcasts all sourced externally from sites such as Youtube and Better Management¹⁰ Most packages of material contained case studies and white papers from practitioners and well known organisations.

In addition to subject specific content students were provided with online support materials to enhance employability and provide study support. In recognition of the fact that the module is aimed at final year undergraduate students the opportunity to develop employability skills whilst undertaking their live project was encouraged. To support this materials developed by the E-Evolve project were used. Furthermore, the module also supports direct entry students and students taking the module as a stand alone university certificate using external study skills materials, such as those produced by the Open University, the JISC funded Learning to learn project¹¹ and materials produced by book publishers such as Palgrave¹² . Links to additional materials are provided to students such as those at www.busmgt.ulster.ac.uk, www.businesslink.gov.uk, www.cromproject.com, www.12manage.com as well as materials in JORUM and MERLOT.

4 Implementation

4.1 Planning and Research

The project was implemented in four main phases: Planning and Research, Materials Design and Development, Module Delivery and Evaluation and Dissemination. The planning phase was undertaken by the whole project team with the project manager developing the project plan, the content advisors identifying topics and the project development officer identifying external content and identifying and clearing copyright. In this phase the team also prepared validation documents for the new module that would use the materials and secured the agreement of course leaders to include the new module as an option for their degree programmes. This phase started well and most of it was on target and completed in July 2008.

4.1.1 Copyright Clearance

The activity that took longer than anticipated was the identification of copyright and the clearance of copyright from the copyright holders. Despite a great deal of help from the JISC CASPER team the copyright clearance proved the most problematic and longwinded tasks with some clearance still pending at the end of the project in March 2009. Most of the materials identified by the project team for re-use were from commercial sources and

⁶ Available at www.prenhall.com

⁷ Available at Brunel university <http://www.bola.biz>

⁸ Details at <http://creativecommons.org/>

⁹ See <http://www.slideshare.net/>

¹⁰ See <http://www.bettermanagement.com/seminars/>

¹¹ See www.open.ac.uk/skillsforstudy and <http://www.palgrave.com/skills4study>

¹² See <http://www.palgrave.com/skills4study>

responses to requests for copyright met with mixed responses. Permission was granted from all the consultant CEM organisations contacted as was material from well known organisations such as the VIRGIN group. Permission was also given for material illustrating applied theory by the Chartered Institute of Marketing for articles in their members magazine The Marketer. The main academic material was requested from Professor Francis Buttle who provided permission to all material requested. The most disappointing and short sighted response was from academic publishers who did not understand the concept of open educational resources. The project was prepared to pay for the use of articles but publishers could only cost the use of material per student. As the project was producing materials that could be used by an unknown number of students it was impossible to pay for usage. The project did ask for a one off payment but this was refused by all publishers. Some non-UK based copyright holders were confused by the wording in the licence agreement and one USA based organisation thought '*peppercorn rent*' was a joke. A full list of materials identified for copyright clearance is provided in appendix 1.

4.2 Materials Design and Development

The second phase of the project consisted of the pedagogical design and development of module content materials from external and internal sources as well as newly created materials. This stage also involved the promotion of the module to students and dissemination to the wider academic community. The project originally intended to use a pedagogic planning tool (e.g. Phoebe or London Pedagogy Planner¹³) to design and plan the online module. However, the project was not able to fully engage with these tools in the time available. Nevertheless both tools were reviewed and many of the principles outlined by the tools were used to design the final learning packages. The Dialog+ toolkit¹⁴ was also consulted during the design of the content packages to assist with different pedagogic approaches. The design of subject specific and employability related materials was defined by the module design and appropriate materials were sourced. Content packages of materials in the form of RLOs were developed and packaged using Wimba Create and all content was checked for accessibility.

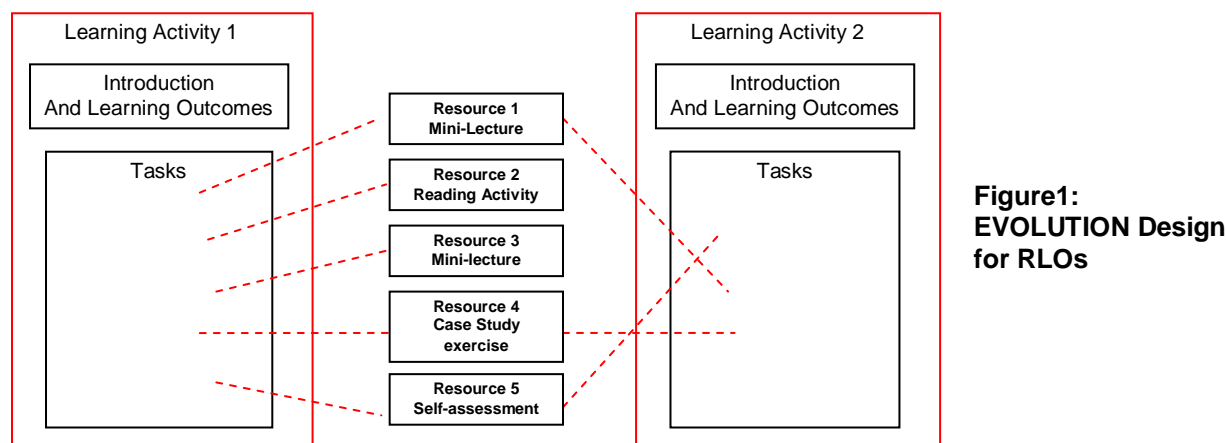
4.2.1 Development Process

For development the project utilised and enhanced the E-Evolve methodology for creating RLOs by packaging external and in-house content. The enhanced method entitled EVOLUTION (Educational and Vocational Objects for Learning and Instruction Online) enabled the rapid production of content packages of e-learning materials as it focuses on tools and technologies already familiar to academics as well as using the principles of lesson plans. The EVOLUTION method for designing and developing RLOs ensures resources are kept separate from tasks as shown in Figure 1 This method enables individual resources to be re-used or re-purposed as well as the whole packaged RLO being re-used in another module or at another institution. Therefore as well as a whole package on one topic, individual resources such as a mini-lecture with audio created from external source material can be re-used in another module at UCLan or another institution. This also allows the resources to be used for different pedagogical approaches by changing the order of the resources within the package. This is illustrated in Figure 1 where activity 1 takes a directive approach and activity 2 a diagnostic approach. All content materials produced by the project is therefore be fully re-usable and may also re-purposed for different pedagogical approaches. The materials were packaged using Wimba Create (formerly Course Genie) and a standard template was used to ensure module consistency. Mini-lectures were

¹³ See <http://phoebe-project.conted.ox.ac.uk> and <http://www.wle.org.uk>

¹⁴ See <http://www.nettle.soton.ac.uk/toolkit/>

created from external and internal materials using Adobe Presenter. Each package of materials contained a link to a short survey about the materials for feedback.



**Figure1:
EVOLUTION Design
for RLOs**

4.2.2 Module Delivery

The third phase was the first delivery of the module with campus based students recruited at progression in May and again at start of semester 1 for direct entrants. At the start of the module it was identified that students had not enrolled and were not clear how they needed to engage with the module. A classic catch 22 situation had emerged where the module leader did not know who wanted to join the module and the students did not know how to join the module. This highlighted necessary amendments in the enrolment processes for optional modules running online only. This issue delayed the start of the module which eventually was run from November 2008 to March 2009. The module was delivered to students by e-learning through WebCT. Although students on the pilot were campus based the module ran as a purely online module and made use of a number of WebCT features including the discussion boards and chat rooms for asynchronous and synchronous seminar discussions; online assessment submission; survey tool for module feedback; and the calendar to remind students of weekly activities. Adobe Connect was used for small group tutorials and one-to-one discussions as well as Webcasting guest speakers.

4.3 Evaluation and Dissemination

This phase ran throughout the project and was not left until the end of the project. The planning phase saw the start of the dissemination activities, when the website, an online presentation and a logo and leaflets were developed to engage key stakeholders. The dissemination activities then continued focussing on ensuring stakeholders the wider academic community were aware of the project and its development of RLOs. Key conferences and seminars were targeted by the team to disseminate information about the project to the academic community and the HEA BMAF and HLST subject communities in particular. The dissemination focussed on the design and development of re-usable learning objects and the issues involved with using these in an online module. A range of conferences were targeted including the ALT-C conference where the project manager demonstrated an RLO as part of a competition. The RLO demonstrated was highly commended in the ALT-C re-usable learning object competition. The project also sought to ensure that the design and development methodology was transferred to academics and learning technologists within UCLAN and other institutions. This was undertaken via practical workshops run at UCLAN and other institutions including Reading University. These workshops are continuing at UCLAN and are running on request from other universities.

Evaluation was also an ongoing feature of the project and a project team review took place at each major milestone. The content advisors evaluated both the design of the materials and the final re-useable learning objects. Students formed a major part of the evaluation process as they provided feedback after using individual packages of materials as well as providing evaluation through online surveys and interviews. The preparation of the interim and final reports also provided an opportunity for evaluation as well as feedback at conferences and workshop activities.

5 Outputs and Results

5.1 Deliverables

The project was able to deliver a number of outputs and where possible links to these have been made on the project website. As well as the learning materials these outputs include promotional materials, a case study, a guide to developing learning objects, conference presentations, journal article, weblogs, final report and website. In addition the project shared knowledge gained and the project experience within UCLan, JISC and the wider community. This was done through design and development workshops for UCLan and the wider academic community and networking at related workshops and conference events

The project produced ten learning packages of materials in the form of packaged re-useable learning objects. Alongside the re-used external content, some new learning objects were also produced by the project in the form of short mini-lectures created in Adobe Presenter. The final versions of the ten packaged re-useable learning objects and the new learning objects will be available via JORUM and E-Evolve repositories once full clearance has been obtained for all objects within the packages. A case study is available on the project website¹⁵ that outlines the issues faced by the project team in designing and developing re-useable learning objects using existing externally sourced materials. This includes digital copyright clearance as well as the creation of materials. The case study also outlines the issues raised in developing and running the module that used the online materials. A guide to the production of re-useable learning objects using the EVOLUTION method has been written and is available from the project website¹⁶. This guide evolved through the guides and notes prepared for use with academics and learning technologists on workshops. Additional notes on copyright clearance have also been included with links to the CASPER project.

As a result of the dissemination strategy the project also developed promotional materials and presentations. A number of conference presentations have been delivered that demonstrate the finished learning packages and the EVOLUTION Method and the PowerPoint presentations of these have been made available via the website. A journal article outlining the design and development methodology is currently being completed.

6 Outcomes and Impact

The REVOLVE project achieved a number of specific outcomes that informed those involved in the delivery of e-learning (including academic practitioners, support staff and institutional managers in HE and FE). These outcomes include not only the e-learning materials in the form of re-useable learning objects but also workshops and a model for development as well as deliverables specified in the project plan.

¹⁵ Case study is available from project website www.revolveproject.org

¹⁶ Guide to producing re-useable materials using the EVOLUTION method is available from the project website

The overall aim of the REVOLVE project was design and develop re-usable learning objects from at least 50% external content that would be used to deliver 20 credit Customer Experience Management ¹⁷(CEM) module. From the resources identified in the planning and research stage the project team created ten learning packages of material to be used to deliver the content of the CEM module. In addition the project team created ten short mini-lectures using Adobe Presenter. The design and development of these materials helped to refine the e-evolve method of developing RLOs into the EVOLUTION model that could be used by different subject disciplines and offers the opportunity to use differing pedagogies. The project has provided increased opportunities for institutional staff to engage in design and development of RLOs. The EVOLUTION model to design and develop materials has been adopted by a number of UCLan staff in a range of disciplines as well as staff at other institutions. This model has been used to develop specific technology enhanced modules delivered by e-learning using RLOs. For example the Business Strategy Module on the online BA Business Administration degree was developed using the EVOLUTION model. Developing some RLOs for each module has been encouraged to assist with the management of absence through conference visits and sickness.

The case study has provided the project team with an opportunity to reflect on the process and share their experience with UCLan staff and the wider academic community. The case study provides clearly articulated and evaluated benefits of the use of RLOs as well as the design and development process. The key benefits of developing RLOs using the EVOLUTION method were identified by the project as:

- Customisation of learning content for specific groups of learners
- Adaptability to enable different pedagogies
- Recognisable model and terminology used
- Flexibility to re-purpose learning objects for different learning outcomes
- Interoperability through the use of tools that use common standards for a range of VLEs
- Standalone to allow use in blended learning environments

The procedures for copyright clearance proved particularly useful for the development of materials using existing content. On demand workshops detailing this process have been run for UCLan academic staff. The guide to the design and development of RLOs using materials from external and internal sources was developed from running a number of workshops at UCLan outlining the EVOLUTION model. The workshops and the guide have provided institutional staff with a model and resources to facilitate the provision of additional technology enhanced modules utilising RLOs Through attending the workshops participants were provided with a fast and easy method to develop RLOs from existing Word and PowerPoint files. As well as running workshops at UCLan, the project team have been invited to run workshops on using the model at other institutions including Reading, Hertfordshire and Wolverhampton Universities. This has enabled staff outside of UCLan to use the EVOLUTION model to develop RLOs or re-purpose existing RLOs. The team have also been invited to present the development process at HEA subject centre e-learning events. The project manager has been invited to be a member of the HEA BMAF subject centre e-learning experts group.

¹⁷ The original module was to develop customer relationship management material but after initial research customer experience management was identified as more appropriate title and subject content.

7 Conclusions & Recommendations

The REVOLVE project provided institutional staff with the opportunity to explore the development of open educational resources in the form of re-usable learning objects. Although the project successfully created ten learning packages the time and effort required took more than had been estimated. This project draws the following conclusions and recommendations based on the experience of reproducing materials from existing content.

7.1 Clearing Copyright

The project team greatly underestimated the time taken to clear copyright. The project team originally planned to complete this before creating any materials but the identification of copyright holders and their slow response meant development work had to start before all was cleared. Digital copyright clearance is a vital and necessary component in the development of re-usable learning objects and institutions need to ensure that staff producing online materials from existing content are fully supported with regard to copyright. The time and effort required to clear copyright should not be under estimated and a handbook covering the issues raised by this and other ReProduce projects would assist future re-use and development of materials

7.2 Designing for Re-use

The successful re-use of materials will only be possible if the materials can be contextualised for different institutions and student cohorts. Therefore in order that learning materials may be re-used or re-purposed designers and developers need to ensure that resources created can be used and re-used with different tasks and in different contexts. Within a classroom environment the maximum re-use of resources will occur where the resource is kept separate from the task and the teacher provides the context. Therefore resources designed to be re-used should be kept separate from tasks within any e-learning activity to maximise their potential re-use.

7.3 Developing Materials from Existing Content

Given academics reluctance to share material in an open access repository and publishers insistence on charging per student it is unlikely that new courses or even modules will be constructed using mainly existing content. The problems with the identification of copyright holders and delays in responding to requests make the production of materials through re-use or re-purpose unworkable. The production of new learning materials from existing content is time-consuming and at times impossible because the existing materials were not created with the specific purpose of re-use. It is recommended that JISC initiate a set of projects to Produce rather than ReProduce learning materials. To develop new open educational content with the intention of re-use would help to stimulate the re-use and re-purposing of content.

7.4 Identifying Materials

Identification of existing materials produced by academics is extremely difficult and only really achieved through networking and discussion with other academics. Although some materials do exist in an open format these are difficult to identify as there is no index system or other database to point to their location. The development of such a system may be worth exploring or perhaps an extension to INTUTE to point to relevant materials.

7.5 Standards

For materials to be re-used and repurposed it is important to ensure interoperable standards are adhered to. The REVOLVE project used Wimba Create to package its materials which therefore allowed materials to be created in a SCORM compliant format suitable to be used in Moodle, WebCT, Blackboard and other SCORM compliant VLEs.

8 Implications for the future

What has been learnt from this REVOLVE project has implications for the development of e-learning materials at UCLAN and further workshops are planned to encourage all academics to consider producing some e-learning content and re-usable content in particular. The guide¹⁸ for the development of re-usable e-learning resources will help to encourage the development of re-usable materials and assist in the development of processes and procedures associated with this development. The lessons learnt from this project have already been transferred to other HEFCE and JISC projects within UCLan and the new JISC funded TELSTAR project will use the guide and EVOLUTION model to develop re-usable study skills e-learning materials.

There are a number of implications of the outcomes of this project Outside of UCLan. It is clear that unless issues of copyright ownership and accessibility of learning materials is addressed it is unlikely that a sufficient critical mass of re-usable content will be created. Content must be written for re-use and re-purposing addressing copyright and access from the outset. Only when this content has reached a critical mass will re-use and re-purposing of existing content be truly possible. Open educational content will require the full support of institutions to ensure not only accessibility through publicly available indexes and clarity over IPR and copyright but also provision of tools and technologies for academics to produce high quality interoperable learning objects with the minimum of technical skill.

¹⁸ Available from the website www.revolveproject.org

APPENDICES

APPENDIX 1

Material Name	Material Type	Source	Author	Permission Needed From?
The Five Barriers to Measuring Customer Experience	Article	mycustomer	Jennifer Kirkby	Sift Media
Harvey Nichols PLC: Empowering Point-of-Sale Employees	Case Study	mycustomer	CDC Software	CDC Software? Sift media?
Loyalty Management Group (Nectar) Case Study	Case Study	mycustomer	Trillium Software	Harte Hanks Trillium Software
Customer Centricity Framework	Model	round.co.uk	David Rance (Round UK)	Round (UK) Ltd
Using Customer Insight to Build Competitive Advantage	White Paper	Peppers&Rogers	Michel Lane	Carlson Marketing Group
Unlocking the Value of Your CRM Initiative	White Paper	Peppers&Rogers	Bob Langer	Carlson Marketing Group
Realize your Customer's Growth Potential	Article	1to1	John Gaffney	Carlson Marketing Group
Loyalty Programmes Must Create Real Value	Article	1to1	Don Peppers & Martha Rogers	Carlson Marketing Group
One to One Relationship Marketing: A corporate strategy for CRM	Slides	Peppers&Rogers	Don Peppers	Carlson Marketing Group
Customer Retention Management	Research Paper	Buttle Associates	Francis Buttle & Lawrence Ang	buttleassociates.com

Processes				
Managing for Successful Customer Acquisition	Research Paper	Buttle Associates	Francis Buttle & Lawrence Ang	buttleassociates.com
How CRM has Changed Marketing	White Paper	Buttle Associates	Francis Buttle	buttleassociates.com
Is it Worth it? ROI on CRM	White Paper	Buttle Associates	Francis Buttle	buttleassociates.com
The Key to Gaining a Competitive Edge Through Multi Channel Marketing Initiatives: Case Study Harrods	Webinar	TFM&A	David Llamas	CMP Information Ltd?
Transform the Customer Experience through instant channels like SMS or mobile email. Case Study: National Express	Webinar	TFM&A	Rob Keve (Fizzback) Richard Murley (National Express)	CMP Information Ltd?
Various Customer Experience Articles	Various	mycustomer	Lior Arussy	Sift Media
Various Database Marketing Articles	Articles	Database Marketing Institute	Arthur Hughes	arthur.hughes@kbml.com
Customer Retention: How to Measure It, Build It, and Keep It	Slides	Database Marketing Institute	Arthur Hughes	arthur.hughes@kbml.com
Using Lifetime Value to Increase Customer	Slides	Database Marketing Institute	Arthur Hughes	arthur.hughes@kbml.com

Retention and Repeat Sales				
Customer Loyalty: How you can foster it and profit from it	Slides	Database Marketing Institute	Arthur Hughes	arthur.hughes@kbml.com
Delivering a Distinct Customer Experience	White Paper	Qci	David Williams	Qci Assessment Ltd
The Loyalty Ladder	Exercise	Marketing Teacher	Marketing Teacher	Marketing Teacher Ltd
Experiential Marketing Videos	Videos & Reading	FT Business School Online	Bernd Schmitt	Financial Times Ltd
Effective Customer Complaints Handling (Jet Blue)	Article	mycustomer	Lior Arussy	Sift Media
Our promise to you	Video	YouTube	David Neelman	You Tube? JetBlueCorpComm
Trends in the Experience and Service Economy. The Experience Profit Cycle	Research Report	London Business School	Chris Voss	London Business School
Experience and the Brand	Research Report	London Business School	Juan Pablo Valencia	London Business School
Innovation in Experiential Services - An Empirical View	Research Report	London Business School	Chris Voss & Leonieke Zomerdijk	London Business School
Wanted: Chief Experience Officer	Survey	London Business School	Amit Kakkad	London Business School
Various Articles and White Papers	Various	www.exgroup.com	Bernd Schmitt & Others	http://www.exgroup.com
Experiences and Branding Part 1	podcast	www.talentzoo.com/	Talent Zoo? Jim Gilmore? Sally	Talent Zoo? Jim Gilmore? Sally Hogshead?

			Hogshead?	
Experiences and Branding Part 2	podcast	www.talenzoo.com/	Talent Zoo? Jim Gilmore? Sally Hogshead?	Talent Zoo? Jim Gilmore? Sally Hogshead?
The New Heart of your Brand: Transforming your Business through Customer Experience	Journal Article	www.brandexpericelab.org/industry.html	Carol Moore (IBM)	Design Management Institute
Managing the Total Customer Experience	Essay	MIT Sloan Management Review	Berry, Carbone and Haeckel	MIT Sloan Management Review
How to Lead the Customer Experience	Article	Marketing Management	Berry, Carbone and Haeckel	American Marketing Association
Engineering Customer Experiences	Article	Marketing Management	Carbone and Haeckel	American Marketing Association
Building Brands from the Inside	Article	Marketing Management	Michael Dunn & Scott Davis	American Marketing Association
Customers at the core	Article	Marketing Management	Robert Schieffer & Eric Leininger	American Marketing Association
How do you measure the Customer Experience	Article	Marketing Research	Gordon A Wyner	American Marketing Association
Understanding Customer Experience	Article	Harvard Business Review	Christopher Meyer and Andre Schwager	Harvard Business School Publishing NOTE STRICT COPYRIGHT
The Case of the Complaining Customer	HBR Case Study	Harvard Business Review	Dan Finkleman & Tony Goland	EBSCO Publishing
Starbucks vs. Dunkin Donuts	Article	ABA Bank Marketing	Rebecca Marek & Nick Miller	Bank Marketing Association
Understanding Customer Delight and Outrage	Article	Sloan Management Review	Benjamin Schneider & David E Bowen	Sloan Management Review Association

Customer Experience	Editorial	Journal of Brand Management	Ian Ryder	Palgrave Macmillan Ltd
Experience Design	Web info	www.designcouncil.org.uk	Ralph Ardill	Design Council
Service Transaction Analysis: assessing and improving the customer's experience	Article	Managing Service Quality	Robert Johnston	MCB University Press
Towards the 'perfect' customer experience	Article	Journal of Brand Management	Pennie Frow and Adrian Payne	Palgrave Macmillan Ltd
Customer Experience, organisational culture and the employer brand	Article	Journal of Brand Management	Richard M. Mosley	Palgrave Macmillan Ltd
Customer Care is not Good enough	Article	The TQM Magazine	John MacDonald	MCB University Press
What is CMAT?	Chapter	Qci	Qci	Qci Assessment Ltd
Lasting Customer Loyalty: A Total Customer Experience Approach	Article	Journal of Consumer Marketing	Mascarenhas, Kesavan & Bernacchi	Emerald Group Publishing Limited
Welcome to the Experience Economy	Article	Harvard Business Review	Pine and Gilmore	Harvard Business School Publishing
Designing and Managing a Distinct Customer Experience	Chapter	Qci	David Williams & Neil Woodcock	Qci Assessment Ltd
Build Loyalty Through Experience Management	Article	Quality Progress	Berry & Carbone	asq.org

Discovering New Points of Differentiation	Article	Harvard Business Review	MacMillan and McGrath	Harvard Business School Publishing
Building Brand Empathy: Anatomy of an Empathetic Brand	Article	http://www.emoticom.net/	Paul Nelson	Paul Nelson
Why the customer experience is now at the top of the CEO's agenda	Article	Directorship	Joe Wheeler	EBSCO Publishing
Metaphorically Speaking	Article	Marketing Research	Gerald Zaltman	American Marketing Association
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We the people: The importance of employees in the process of building customer experience	Article	Brand Management	Patrick Harris	Palgrave Macmillan Ltd
The Role of Brands in a Service-Dominated World	Article	Brand Management	Philipp Klaus	Palgrave Macmillan Ltd
Will Measurability and Misperception Spook Experiential Marketing	Article	mycustomer	Neil Davey	Sift Media
Customer Experience Management: The Value of	White Paper	www.rightnow.com	Bob Thompson	Customer Think Corp

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Customer Experience Management: Accelerating Business Performance	White Paper	www.rightnow.com	Bob Thompson	Customer Think Corp
Kano Model Tutorial	Interactive Demo	http://www.c2c-solutions.com	C2C Solutions	C2C Solutions
Loyalty Webcast - Better Management?	Webcast	www.bettermanagement.com	Better Management? Janet Nelson OQL Solutions	Better Management
Service Clues and Customer Assessment of the Customer Experience	Article	Academy of Management Perspectives	Berry, Wall and Carbone	Academy of Management
Ability of Experience Design Elements to Elicit Emotions and Loyalty Behaviours	Article	Decision Sciences	Pullman and Gross	Blackwell Publishing Ltd
Brand Experience Lab Presentation	Slides	www.brandexperiencelab.org	Brand Experience Lab	Brand Experience Lab
Defining CEM	White Paper	www.shaunsmithco.com	Various	GCCRM
Effects of Advertising and Experience on Brand Judgements	Article	Advances in Consumer Research	Wright and Lutz	Association for Consumer Research
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Loyalty by Design	White Paper	www.forum.com	Forum Corporation Customer Experience Team	The Forum Corporation
Measuring Total Customer Experience in Museums	Article	International Journal of Contemporary Hospitality Management	Jennifer Rowley	MCB University Press
The Customer Experience: People Make the Difference	White Paper	www.forum.com	Forum Corporation	The Forum Corporation
The Loyalty Connection: Measure What Matters and Create Customer Advocates	White Paper	www.rightnow.com	Bob Thompson	Customer Think Corp
Using ZMET to understand brand images.	Article	Advances in Consumer Research	Coulter and Zaltman	Association for Consumer Research
Uncommon Practice: What Leading Companies do to Build Customer Loyalty	White Paper	www.forum.com	Forum Corporation Customer Experience Team	The Forum Corporation
Cadbury Schweppes Marketing	Video	www.businessandlearningconnections.co.uk	Business & Learning Connections	Business and Learning Connection, Aston University
Cadbury and Gorilla Advert	Video	www.businessandlearningconnections.co.uk	Business & Learning Connections	Business and Learning Connection, Aston University
Gorilla Tactics	Article	The Marketer	Helen Jones	CIM
No such thing as a freebie	Article	The Marketer	Claire Murphy	CIM
Hotspot: Internal	Article	The Marketer	The Marketer	CIM

Branding				
Cameron Balloons Virtual Factory	Web quest	www.bized.co.uk	Biz/ed	Biz/ed
Guinness Storehouse Case Study	Case Study	www.designcouncil.org.uk	Design Council	Design Council
Guinness Perfect Pint Pour	Video	www.youtube.com	nightwolf45	Guinness???
Branded Experience Training	Article	www.customerthink.com	Shaun Smith	Shaun Smith/Customer Think
Amazon Case Study	Case Study	www.davechaffey.com	Dave Chaffey	Dave Chaffey
Being Spaces and Brand Spaces	Article	www.trendwatching.com	Trendwatching	Trendwatching
Inssperiences	Article	www.trendwatching.com	Trendwatching	Trendwatching
Expectation Economy	Article	www.trendwatching.com	Trendwatching	Trendwatching
Trend Tube Map	Image	www.nowandnext.com	Now and Next?	Now and Next? CREATIVE COMMONS!
Southwest Airlines MBTI Assessment Creating a Corporate Culture that Soars	Case Study	www.cpp.com	CPP	CPP
Why Satisfied Customers Defect	Article	Harvard Business Review	Thomas Jones & W. Earl Sasser	Harvard Business School Publishing
Putting the Service Profit Chain to Work	Article	Harvard Business Review	Heskett, Jones, Loveman, Sasser & Schlesinger	Harvard Business School Publishing
Service-Chain Profit Audit	Article	Harvard Business Review	Heskett, Jones, Loveman, Sasser & Schlesinger	Harvard Business School Publishing

Where does your Customer Experience Begin and End?				
Managing the Customer Experience: Turning Customers into Advocates	Book	n/a	Shaun Smith & Joe Wheeler	Pearson Education Limited
Building Great Customer Experiences	Book	n/a	Colin Shaw & John Ivens	Palgrave Macmillan Ltd
Handbook of CRM: Achieving Excellence in Customer Management	Book	n/a	Adrian Payne	Elsevier (Butterworth Heinemann)
Customer Relationship Management	Book	n/a	Francis Buttle	Elsevier (Butterworth Heinemann)