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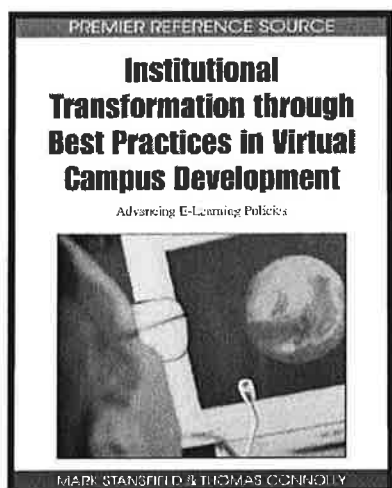
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Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies

Edited by: Mark Stansfield and Thomas Connolly,
University of Paisley, UK



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"The mission of this book is to disseminate knowledge, experiences and best practices relating to e-learning and virtual campus developments from across the world."

- Mark Stansfield, University of Paisley, UK

The Internet has had a monumental impact upon higher education with the development of e-learning and virtual campus initiatives. This has provided significant opportunities in terms of enhanced access to courses, knowledge, learning experiences, and information for a wide range of different learners from across the world.

Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies provides cost effective and sustainable learning procedures vital to ensuring long term success for both teacher and student. This book provides the latest research and findings in relation to best practice examples and case studies across the globe.

Subject:

IT Education; Web Technologies; Multimedia Technology; Networking/Telecommunication; Mobile/Wireless Computing; Knowledge Management; Social Computing

Market:

This text is essential for all academic and research libraries, as well as all those who are interested in teaching and learning, particularly the practice of linking faculty and students worldwide using web technologies. This publication is a valuable resource for the development of e-learning resources for undergraduate and graduate programs as well as a guide for institutions to the successful development of virtual campuses, and makes an excellent reference book for all involved in e-learning.



Excellent addition to your library! Recommend to your acquisitions librarian.

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Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies

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University of Paisley, UK

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Sally Reynolds, ALTJ, Belgium

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Theo Bastiaens, FernUniversität in Hagen, Germany and Open University of the Netherlands, Netherlands

Anna-Kaarina Kairamo, Lifelong Learning Institute Dipoli - TKK, Finland

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About the Editors

Mark Stansfield (PhD) is Senior Lecturer in the School of Computing at the University of the West of Scotland. He has published numerous papers in areas relating to e-learning, games based e-learning, and virtual campuses. Mark Stansfield also serves on the editorial boards of several international journals that include the *International Journal of Information Management*, *Journal of Information Systems Education*, *ALT-J* and the *Journal of IT Education*, as well as being an Editor of the *Interdisciplinary Journal of E-Learning and Learning Objects*. He is Project Coordinator and Principal Investigator of the European Commission co-financed project 'Promoting Best Practice in Virtual Campuses (PBP-VC)'.

Thomas Connolly is Professor and Chair of the ICT in Education Research Group at the University of the West of Scotland and is Director of the Scottish Centre for Enabling Technologies and Director for the Centre of Excellence in Games-based Learning. His research interests online learning, games-based learning, and database systems. He has published papers in a number of international journals as well as authoring the highly acclaimed books '*Database Systems: A Practical Approach to Design, Implementation, and Management*', '*Database Solutions*' and '*Business Database Systems*', all published by Addison Wesley Longman. Professor Connolly also serves on the editorial boards of many international journals, as well as managing several large-scale externally funded research projects.

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Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies

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Section I: Advancing E-Learning and Virtual Campus Policies

Chapter I: The E-Learning Phenomenon: A New University Paradigm?
Lalita Rajasingham, Victoria University of Wellington, New Zealand

This chapter contributes to the ongoing discussion on current best practice and trends in e-learning and virtual classes in higher education. With the increasing importance of knowledge as competitive advantage and engine of economic growth in an increasingly interconnected, multicultural and multilingual world, modern universities based on building and transport technologies are assuming virtual dimensions to address the pressures of rising enrolments, increasing fiscal constraints and rapid technological advancements. The Internet and globalisation are changing how we bank, shop, play and learn. Can universities adapt, or is e-learning going to be an educational fad like educational television of the 1970s? Based on international research, this chapter examines some signposts using pilot projects as a key pedagogical method in the journey from idea to execution and the factors leading to success or failure of e-learning initiatives. Will the e-learning phenomenon represent a new and sustainable university paradigm for the emerging knowledge society?

Chapter II: Linking Self-Directed Lifelong Learning and E-Learning: Priorities for Institutions of Higher Education
Yukiko Inoue, University of Guam, Guam

An important task of higher education is to assist students in participating in an increasingly global economy. This global economy is transforming into a knowledge economy. Individuals need to develop the necessary competencies to be able to participate in a working life that is mainly based on knowledge productivity. The competencies include self-directed lifelong learning, in particular, through e-learning. E-learning refers to using electronic applications and processes to learn. Such applications and processes include Internet-based learning, virtual classrooms, and digital collaboration. The traditional classroom-based approaches to education will not provide the learning environment that is required for student-directed learning. The digital revolution makes new approaches to higher education — approaches which do foster lifelong learning — practical. The current chapter therefore examines the importance of linking e-learning to current knowledge in general, and to self-directed lifelong learning specifically. Higher education today must commit to new roles: providing educational communities such as virtual campuses; and increasing capacities to produce knowledge available to all.

Chapter III: The Online Seminar as Enacted Practice
Lars-Erik Jonsson, University of Gothenburg, Sweden
Roger Säljö, University of Gothenburg, Sweden

The academic seminar can be seen as the core of university culture. In a seminar, claims to knowledge — presented in an essay and/or orally — are critically scrutinised and subjected to further articulation. The point of this chapter is to report on attempts to develop critical features of seminar culture in the online context. The basic premise is that participation in seminar activities has to be learned through experience. For the participant with little prior experience of online textual discussions, the online seminar introduces an unfamiliar learning situation in which organisational as well as cognitive and communicative issues must be attended to explicitly. In order to illustrate the attempts to socialise students into this kind of discourse communities, the authors use a Masters course for mature students as a case. It is pointed out that students must be involved in the activities of establishing a community with rapport between members and with an understanding of how to conduct the interaction. By giving the students responsibility for solving a range of practical problems and letting them help each other, we induce them into the status of legitimate online participants. Several issues are important to attend to in the building of such collaboration such as balancing increasing independence of students with a clear leadership and focus of the activities. It is argued that the face-to-face seminar and the online seminar may fulfil complementary roles, but in both cases learning how to contribute is essential.

Chapter IV: Is E-Learning Used for Enhancing Administration or Learning? On the Implications of Organisational Culture
Stefan Hrstinski, Uppsala University, Sweden
Christina Keller Uppsala University and Jönköping International Business School, Sweden
Jörgen Lindh, Jönköping International Business School, Sweden

The transition from learning on campus to e-learning presents many challenges. One of the key challenges is the organisational culture, which may enhance or hinder e-learning implementation. In this chapter, we describe how the organisational culture shapes e-learning use at universities. We compare a School of Business and a School of Health Sciences. It is argued that strategies for e-learning have played a key role in shaping the organisational culture, which in turn shapes how e-learning is being used. The School of Business regarded efficient administration as the key driver while the School of Health Sciences regarded collaborative learning as the key driver for e-learning. We introduce the concepts of administration-centered and learning-centered e-learning culture to pinpoint the difference identified. A challenge is to develop an e-learning culture that values both how e-learning can be used to enhance administration and learning.

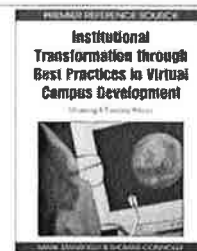
Chapter V: Advancing E-Learning Policy and Practice: Influences on Academics' Adoption, Integration and Development of Multimodal E-Learning Courses
Dawn Birch, University of Southern Queensland, Australia
Bruce Burnett, Queensland University of Technology, Australia

Tertiary education is increasingly a contested space where advances in Information Communications Technologies and their application to technology-mediated e-learning environments have forced university administrators and educators to dislocate themselves from traditional correspondence modes of student engagement. Compounding this paradigmatic shift within the traditional sphere of distance education pedagogy are multiple and conflicting pressures on academics to develop flexible, engaging, cost-effective and sustainable interactive learning resources that incorporate both multimedia and hypermedia. This chapter reports on a study that examined factors that influence educators' decision to adopt and integrate educational technology and convert traditional print-based distance education materials into interactive multimodal e-learning formats. Although the broader study was conducted in a single Australian university and investigated pedagogical, institutional and individual factors, this chapter restricts its focus to solely the pedagogical motivations and concerns of educators. It is argued that findings from the study have significance at the institutional level, particularly in terms of developing an underlying pedagogical rationale that can permeate the e-learning culture throughout the university, while at the same time, providing a roadmap for educators who are yet to fully engage with the e-learning format.

Chapter VI: Flying under the Radar: The Importance of Small Scale E-Learning Innovation within Large-Scale Institutional E-Learning Implementation
Gill Kirkup, Open University, UK

This chapter argues that e-learning innovation is best done in an environment that allows for small scale experimentation and development and that this can be made more difficult in an environment that prioritises large scale e-learning systems (i.e. virtual learning environments and content management systems). These larger systems tend to function more as systems for the control and regulation of knowledge production and management, as well as being very resource hungry. The chapter discusses e-learning activities in the Open University (UK), in particular those of the MA in Online and Distance education programme in the Institute of Educational Technology. This is a case study of e-learning innovation in what has been described as an industrial production model of university education.

Chapter VII: Matching Technology, Organisation and Pedagogy in E-Learning: Looking for the Appropriate Balance Leading to



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Sustainability and Effectiveness

Albert Sanja, Universitat Oberta de Catalunya, Spain
 Lourdes Guàrdia, Universitat Oberta de Catalunya, Spain
 Pedro Fernández-Michels, Universitat Oberta de Catalunya, Spain

This chapter presents the findings of an in-depth analysis through several qualitative research studies, pointing out the key issues in relation to succeeding in developing effective and sustainable institutional virtual campuses and e-learning provision initiatives. An appropriate balance between the issues concerning technology, organisation and pedagogy, the TOP triangle model, is needed, although every higher education institution is different and develops its activity in a particular context. In addition, the design and implementation of a strategic plan for such initiatives is highly recommended.

Chapter VIII: E-Learning and Virtual Campus Development - From Innovation to Sustainability

Irene le Roux, University of Pretoria, South Africa
 Karen Lazenby, University of Pretoria, South Africa
 Dolf Jordaan, University of Pretoria, South Africa

The University of Pretoria (UP) implemented a virtual campus in 1999. The measure in which and rate at which the virtual campus environment was adopted in the institution, was substantial. To accommodate the expected growth the University decided in 2004 to upgrade the learning management system in order to provide more stability and better integration with the student information system. However, the more complex integrated environment resulted in more points of failure and a less stable environment. Higher user frustration levels led to a decline in the number of users. The chapter discusses four key variables that influence growth and sustainability in an e-learning environment: Management, Training and Support, Measurement, and Technology strategies. The authors argue that additional resources required in Information Technology Services (ITS) were not adequately provided for. They give suggestions for future directions.

Section II: Virtual Campus Best Practice Experiences**Chapter IX: An Analysis of European Megaproviders of E-Learning: Recommendations for Robustness and Sustainability**

Morten Flate Paulsen, The Norwegian School of Information Technology, Norway

This chapter presents an analysis of 26 European megaproviders of e-learning which had more than 100 courses or 5000 course enrolments in 2005. The focus is on distance education provision, not on e-learning for on-campus students. Among the megaproviders, which represent eleven countries, there are eight distance education institutions, 13 universities and university consortia, and five corporate training providers. Five institutions started e-learning in the eighties, ten in the nineties and eleven after the turn of the century. The largest provider, Learn Direct, claimed to have 400,000 course enrolments in 2005. However, only six of the 26 reported to have more than 20,000 course enrolments. Among these six top ranked institutions none are universities, only corporate training providers and distance education institutions. The chapter concludes with the 27 recommendations extracted from the analyses to help institutions obtain robustness and sustainability in online education.

Chapter X: Guiding Principles for Identifying and Promoting Best Practice in Virtual Campuses

Mark Stansfield, University of the West of Scotland, UK
 Thomas Connolly, University of the West of Scotland, UK

This chapter will outline a set of guiding principles underpinning key issues in the promotion of best practice in virtual campuses. The work was conducted as part of the 'Promoting Best Practice in Virtual Campuses' (PBP-VC) project that is aimed at identifying underlying issues and examples of best practice in providing a better understanding into virtual campus development and sustainability. The PBP-VC project was a two year European Commission Education Audiovisual and Culture Executive Agency (EACEA) co-financed project running from March 2007 to February 2009. The PBP-VC project team have been worked with key stakeholders from virtual campus projects across Europe and globally in identifying and exploring key issues relating to best practice. The importance of developing a practical set of guiding principles for identifying, evaluating and promoting best practice in virtual campuses and e-learning can be demonstrated by the significant number of high profile e-learning and virtual campus failures that have occurred over the last decade both within Europe and globally at great financial cost. This chapter will highlight key enablers and inhibitors to success, provide a description of the different elements comprising the guiding principles in the promotion of best practice, as well as describing a tentative four level model aimed at illustrating different levels of virtual campus maturity in the achievement of sustainability and organisational transformation.

Chapter XI: Reviewing Traces of Virtual Campuses: From a Fully Online Virtual Campus to a Blended Model

Helena Bijnens, EuroPACE izvz, Belgium
 Ise Op de Beeck, EuroPACE izvz, Belgium
 Johannes De Gruyter, AVNet - K.U.Leuven, Belgium
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 Theo Bastlaens, FernUniversität in Hagen, Germany and Open University of the Netherlands, Netherlands
 Anna-Kaarina Kairamo, Lifelong Learning Institute Dipoli - TKK, Finland
 Grégory Lucas, University of West Hungary - Faculty of Geoinformatics, Hungary

The chapter first describes the concepts of virtual campus and virtual mobility and refers to several past and present projects and initiatives in the field. Through these previous experiences, a shift of concepts is noticed: from the fully online virtual campus to virtual mobility, whereby the more traditional universities open their borders and "blended models" gain more and more interest. Three cases demonstrate this evolution: the Katholieke Universiteit Leuven (Belgium) is progressively organising its educational support from a mult-campus perspective; the Open University of the Netherlands is broadening its tasks towards lifelong learning; and in the GIS case, the virtual campus is used as a strategic means to ensure a valuable and transdisciplinary approach. To redefine the concept of virtual campus in order for it to be applicable to the changed educational needs of today, the ReViCa project has been set-up. The project makes an inventory and systematically reviews cross-institutional virtual campuses from the past decade. Outputs will include a set of recommendations that can be applied to ensure the realisation of new successful virtual campus initiatives.

Chapter XII: Virtual Campus Development on the Basis of Subsidiarity: The EVS Approach

Ron Cörvers, Open University of the Netherlands, The Netherlands
 Joop de Kraker, Open University of the Netherlands, The Netherlands

The main objective of this chapter is to highlight the importance of subsidiarity in the development of a virtual campus. Subsidiarity is the principle that matters ought to be handled by the lowest competent authority. In the authors' view, subsidiarity is crucial to sustainable approaches in virtual mobility. The authors support this view by two case descriptions: the development and implementation of a very successful virtual course - European Virtual Seminar on Sustainable Development (EVS) and the project to expand from this single course to a virtual campus - Virtual Campus for a Sustainable Europe (VCSE). They conclude that the factors determining the viability and uptake of international online learning initiatives, such as virtual campuses, are a bottom-up approach enabled by the availability of inexpensive ICT, an educationally driven need for virtual mobility, and interdependence within the international partnership.

Chapter XIII: From Virtual Mobility to Virtual Erasmus: Offering Students Courses and Services without Boundaries

George Ubachs, European Association of Distance Teaching Universities, The Netherlands
 Christina Brey, European Association of Distance Teaching Universities, The Netherlands

In higher education, international student mobility has become increasingly important for learners as well as for institutions. But today's mobility schemes are first and foremost aimed at physical mobility. This approach covers the majority of students, but does, however, not take into account the needs of the lifelong learners who are not mobile due to family or work commitments, or who are constrained by disability, or do not have the financial means for traveling abroad during their academic education. The need to offer all students in higher education the possibility of an international experience and the European strategy of boosting student mobility requires new and alternative mobility concepts in addition to physical mobility. The European Association of Distance Teaching Universities (EADTU) initiated an operational analysis of virtual mobility under the e-move project. Different models of virtual mobility have been developed, analysed and put into practice. This chapter will explore how a particular virtual mobility scheme can be put into practice and what is required from an organisation to implement this model and incorporate it into its own curriculum.

Chapter XIV: Blending Virtual Campuses Managing Differences through Web 2.0 Experiences in Transnational Cooperation Projects

Yuri Kazepov, University of Urbino "Carlo Bo", Italy
 Giovanni Torris, University of Urbino "Carlo Bo", Italy

Starting from the increasingly widespread need to develop effective teaching in complex transnational settings, this chapter presents an innovative blended model with Web 2.0 collaborative learning strategies built in. The model balances pedagogical, technical and content related issues into an *ad hoc* institutionally designed 60 ECTS (European Credit Transfer System) curriculum of the European Masters in Comparative Urban Studies (E-Urbs). The chapter aims at disentangling the different dimensions involved in the curriculum delivery, highlighting the pros and cons of all dimensions of the model adopted. In doing so the chapter is divided into three parts. The first part addresses the challenges that effective teaching in complex transnational settings has to face, in particular it highlights the crucial need of managing differences. In the E-Urbs project we had 24 students from 14 countries, 5 continents, 6 disciplinary backgrounds, 32 scholars from 9 partner institutions in 8 countries. The second part deals with the way in which challenges and differences have been addressed and describes the dimensions of the blended model we adopted, arguing that a sound virtual campus arrangement should address the pedagogical, technical and content related dimensions in a balanced way considering the institutional setting within which they are embedded. The third part addresses the way in which the blended approach has been enriched through a Web 2.0 perspective, promoting p2p (peer-to-peer) collaboration in the generation of knowledge. The main argument is that an increasingly fluid society generates and treats information differently

and learning agencies should not only acknowledge these differences but should address them with balanced learning models which take advantage of the new 2.0 paradigms. The authors argue that the result of a balanced blended Web 2.0 approach helps to transform the challenges into a resource for each of the stakeholders involved (e.g., students, scholars, partners, institutions) providing an added value in each dimension of the learning process (pedagogical, technical, content related and institutional).

Chapter XV: Network Organisation to Improve Virtual Campus Management: Key Factors from a French Experience
François Fulconis, University of Avignon et des Pays de Vaucluse, France
Thierry Garrot, University of Nice Sophia-Antipolis, France

In the restructuring and reforming of European education, e-learning has become one of the priorities of the Ministry of Education, Higher Education and Research in France. Since 2001, e-learning virtual campuses have been promoted by the State. Within the context of Economics and Management, the CANEGE project (*Campus Numérique en Economie-Gestion*) was created. Identified as a form of network organisation, this virtual campus will be explored in this chapter in relation to its functioning and its management. Through the academic literature covering network organisation, the main purpose of this chapter is to make recommendations and establish best practices regarding the management of e-learning virtual campuses based on the CANEGE experience. This chapter explores what the authors consider to be the most relevant aspects that need to be considered in relation to the establishment and implementation of virtual campus initiatives that comprise several partners.

Chapter XVI: Developing and Managing an Effective Virtual Campus: The eLab Experience in the Swiss Higher Education Context
Luca Botturi, eLab - eLearning Lab USI-SUPSI, Switzerland
Lorenzo Cantoni, eLab - eLearning Lab USI-SUPSI, Switzerland
Benedetto Lepori, eLab - eLearning Lab USI-SUPSI, Switzerland
Stefano Tardini, eLab - eLearning Lab USI-SUPSI, Switzerland

This chapter presents a successful Swiss experience in developing and effectively managing virtual campus projects: eLab, the eLearning Laboratory of the University of Lugano and the University of Applied Sciences of Italian Switzerland. eLab activities are presented at two distinct moments in time. We first describe the context of e-learning in Swiss higher education institutions, focusing in particular on the Swiss Virtual Campus programme. During that programme, eLab emerged as one of the best performing e-learning support centres in Switzerland, thanks to three main elements: the establishment of a clear prototype-based design and development model, the definition of quality control procedures, and the implementation of a consistent and institution-wide online learning environment. After the end of the programme, eLab had to switch from a project-oriented laboratory towards a service unit. The general strategy that drove this change and the concrete tools and practices that made it possible are presented in this chapter.

Chapter XVII: A Business Model for the Exchange of E-Learning Courses in an International Network
Christoph Brox, University of Münster, Germany

In three projects funded by the European Commission (EC), European and Latin-American project partners have developed, improved, and successfully tested an e-learning business model for the exchange of e-learning courses. Typically, high-quality e-learning is expensive and many ambitious e-learning projects have been discontinued after the end of the funding period. The mission of the three EC projects was to ameliorate this problem by creating an organisational model for exchanging e-learning courses with limited resources. The design of this model rests on two pillars: firstly the re-use of existing resources and secondly the sharing of resources in an international network. Each university in the consortium develops one e-learning course, which is based on an existing course and teaching materials. This is then provided, including teaching, to the students of the partner institutions. In return, each partner university receives two or more courses on a non-fee basis. As a result, the business model was validated. After the end of the project, eduGI, the project partners have continued with the model, exchanging e-learning courses without the need for further funding and with even lower costs and higher benefits than providing the courses as regular face-to-face classes. Although this business model was developed by institutions specifically in the context of Geoinformatics, the exact field is irrelevant; teachers and decision makers of all scientific fields can apply this business model.



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Dawn Birch

From: Mark Stansfield [Mark.Stansfield@uws.ac.uk]
Sent: Thursday, 19 June 2008 7:05 PM
To: Dawn Birch
Cc: B.BURNETT@QUT.EDU.AU
Subject: RE: Book on Best Practices - Virtual Campuses and E-Learning

Attachments: Chapter Organizational Guidelines.doc; template.doc; Birch & Bennett.doc



Chapter
Organizational Guid



template.doc
(31 KB)



Birch &
Bennett.doc (26 K

Dear Dawn and Bruce,

Edited Book: Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies

I'm pleased to inform you that your chapter "New pedagogies from afar: influences on academics' adoption, integration and development of multimodel e-learning courses" has been accepted for publication pending minor revisions.

Apologies for the delay in getting back to you - receiving all the reviews from the panel of reviewers and structuring the book based on the accepted chapters took longer than expected.

I'd be most grateful if it would be possible to email me the revised chapter by July 24th or sooner if at all possible.

Attached are the comments from the reviewers, as well as chapter organization guidelines and a template.

I'd be most grateful if you could please follow the chapter organization guidelines very carefully.

If you have any queries then please do not hesitate to contact me.

Kindest regards,
Mark

~~~~~  
Dr Mark Stansfield  
Senior Lecturer  
Business Computing Group  
School of Computing  
University of the West of Scotland  
Paisley Campus  
Paisley PA1 2BE  
UK  
Email: mark.stansfield@uws.ac.uk  
Tel: +44(0)141 848 3963  
Fax: +44(0)141 848 3542

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Dear Professor Birch,

I trust this email finds you well. As you may know, the excitement is growing surrounding the release of **Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies**, which includes your excellent contribution. As this book has just entered its production stage, we are projecting a release date of May 2009. On behalf of the staff at IGI Global, I would like to be the first to congratulate you on this admirable achievement. We are all very eager to see the IT Education community's response to this one of a kind publication.

If there is anything I can do to assist you in the promotion of your research, please do not hesitate to contact me. We would be more than happy to send you single page brochures, book announcements, press releases, and offer other support, in an effort to spread the word of this unparalleled reference.

At this time, I would also like to give you a preview of what you can expect to receive from our sales and marketing team in the upcoming weeks. Once the book is available in print, you can expect to receive the following items:

- \* A complimentary copy of the publication *or* your contribution in PDF form (please refer to Item 6 in your *Author's Warranty and Transfer of Copyright Agreement* form)
- \* A single page brochure for sharing the publication details with friends and colleagues
- \* An *Exclusive Contributing Author Offer* form\* for ordering copies of the publication at a 50% discount (\*Provided now for pre-ordering!)
- \* A library recommendation form for recommending the publication to your institution's librarian

If you would like to reserve your personal copy of **Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies**, as well as take advantage of our special pre-publication pricing, simply complete and return the attached discount form at your earliest convenience. In addition, please help us to ensure the book's availability in your institution's library, by submitting the library recommendation form found at <http://www.igi-global.com/recommend.asp?ID=33409> to your acquisitions librarian.

If you have any questions or concerns, please do not hesitate to contact me. I would be more than happy to assist you with any needs that may transpire during the marketing/promotional process.

I look forward to working with you.

Thank you and regards,

Jacqueline Peters  
Sales and Marketing Assistant  
IGI Global



## Dawn Birch

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**From:** Jacqui Peters [jpeters@igi-global.com]  
**Sent:** Wednesday, 1 April 2009 11:37 PM  
**To:** Dawn Birch  
**Subject:** Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies

Dear Dr. Birch,

I hope this note finds you well.

As you may know, *Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies* which contains your excellent research contribution is scheduled to release for sale on May 5, 2009 from IGI Global! We are excited for the book's success and anxiously await its positive response in the academic community. We will be posting the book's announcement on the Information Resource Management Association's (IRMA) listserv, and have included the announcement below so that you can post to other listservs within the title's related research fields.

Please help us increase the excitement regarding the release of *Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies* by sending the announcement on to any colleagues who would be interested in hearing the good news regarding the release of this upcoming book.

You may also want to consider posting this book announcement to any listservs or discussion groups to which you belong. Here are examples of some listservs that might benefit from hearing about your research:

Association for the Advancement of Computing in Education (AACE) ([listserv@listserv.uh.edu](mailto:listserv@listserv.uh.edu)), Distance-Educator.com ([LISTSERV@LISTS.PSU.EDU](mailto:LISTSERV@LISTS.PSU.EDU)), International Centre for Distance Learning (ICDL) ([icdl@open.ac.uk](mailto:icdl@open.ac.uk)), Networked Learning ([NETWORKED-LEARNING@JISCMAIL.AC.UK](mailto:NETWORKED-LEARNING@JISCMAIL.AC.UK)), AERA-J ([AERA-J@asu.edu](mailto:AERA-J@asu.edu)), and AACIS - American Association for Collegiate Independent Study ([imailsrv@aacis.org](mailto:imailsrv@aacis.org)) affiliated with IT Education.

Thank you for your efforts in helping to promote the significant new title and congratulations on its imminent success! Please feel free to suggest any additional ways I can help support you in spreading the word about this publication by e-mailing me at [jpeters@igi-global.com](mailto:jpeters@igi-global.com) or calling me at (717)533-8845, extension 145.

Best Regards,  
Jacqueline Peters

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Introducing the latest release from IGI Global:

### **Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learn Policies**

ISBN: 978-1-60566-358-6; 354 pp; May 2009

Published under the imprint Information Science Reference (formerly Idea Group Reference)

<http://www.igi-global.com/reference/details.asp?ID=33409>

Edited by: Mark Stansfield and Thomas Connolly, University of Paisley, UK

## DESCRIPTION

The Internet has had a monumental impact upon higher education with the development of e-learning and virtual campus initiatives. This has provided significant opportunities in terms of enhanced access to courses, knowledge, learning experiences, and information for a wide range of different learners from across the world.

**Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies** provides cost effective and sustainable learning procedures vital to ensuring long term success for both teacher and student. This book provides the latest research and findings in relation to best practice examples and case studies across the globe.

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**"The mission of this book is to disseminate knowledge, experiences and best practices relating to e-learning and virtual campus developments from across the world."**

**- Mark Stansfield, University of Paisley, UK**

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## TOPICS COVERED

Advancing e-learning policy and practice  
 Best practices in virtual campuses  
 Blending virtual campuses  
 E-learning policies  
 Online seminar as enacted practice  
 Pedagogy in e-learning  
 Reviewing traces of virtual campuses  
 Self-directed lifelong learning and e-learning  
 Small scale e-learning innovation  
 Virtual campus development

For more information about **Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies**, you can view the title information sheet at <http://www.igi-global.com/downloads/pdf/33409.pdf>. To view the Table of Contents and a complete list of contributors online go to <http://www.igi-global.com/reference/details.asp?ID=33409&v=tableOfContents>. You can also view the first chapter of the publication at <http://www.igi-global.com/downloads/excerpts/33409.pdf>.

## ABOUT THE EDITORS

**Mark Stansfield** (PhD) is a Senior Lecturer in the School of Computing at the University of the West of Scotland. He has published numerous papers in areas relating to e-learning, games based e-learning and virtual campuses. Mark Stansfield also serves on the editorial boards of several international journals that include the *International Journal of Information Management*, *Journal of Information Systems Education*, *ALT-J* and the *Journal of IT Education*, as well as being an Editor of the *Interdisciplinary Journal of E-Learning and Learning Objects*. He is Project Coordinator and Principal Investigator of the European Commission co-financed project 'Promoting Best Practice in Virtual Campuses (PBP-VC)'.

**Thomas Connolly** is a Professor and Chair of the ICT in Education Research Group at the University of the West of Scotland and is Director of the Scottish Centre for Enabling Technologies and Director for the Centre of Excellence in Games-based Learning. His specialisms are online learning, games-based learning and database systems. He has published papers in a number of international journals as well as authoring the highly acclaimed books '*Database Systems: A Practical Approach to Design, Implementation, and Management*', '*Database Solutions*' and '*Business Database Systems*', all published by Addison Wesley Longman. Professor Connolly also serves on the editorial boards of many international journals, as well as managing several large-

scale externally funded research projects.

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To view the full contents of this publication, check for **Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies** in your institution's library. If your library does not currently own this title, please recommend it to your librarian.

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## CALL FOR PROPOSALS

IGI Global is a leading international publisher of books on Computer Science and Information Technology Management Research.

If you are interested in becoming an IGI Editor please e-mail a prospectus (5-10 pages) for possible consideration to [requisition@igi-global.com](mailto:requisition@igi-global.com).

Your book prospectus should include:

1. TITLES: 3-5 suggested titles
2. SYNOPSIS: A synopsis of your proposed publication, including a concise definition of the subject area.
3. INTRODUCTION: An introduction to the subject area
4. KEY WORDS: Please provide 5-10 searchable key words for your proposed subject area.
5. OBJECTIVES: Overall objectives and mission
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7. PURPOSE AND POTENTIAL IMPACT: Explaining and justifying why your theme is viable and how it will expand the field of research.
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12. CONTENTS: Tentative table of contents
13. PROJECTED TOTAL PAGE/WORD COUNT for the proposed publication.
14. POTENTIAL CHANNELS OF CALL DISTRIBUTION: Used for the procurement of submissions and contacts (List-Servs, Universities, etc.)
15. TIMETABLE: Tentative timetable for the entire project
16. CONTACT INFORMATION: Mailing address, phone, fax and e-mail of editor(s)
17. VITAE: A copy of your vitae listing your education and publication records

### *Jacqueline Peters*

Sales and Marketing Assistant  
 IGI Global - Disseminator of Knowledge since 1988  
 (Formerly Idea Group Inc.)  
 701 E. Chocolate Avenue  
 Hershey PA 17033-1240 USA  
 Tel: 717/533-8845 ext 145; Fax: 717/533-8661  
 E-mail: [jpeters@igi-global.com](mailto:jpeters@igi-global.com) or [igi.jpeters@gmail.com](mailto:igi.jpeters@gmail.com)  
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