

# **Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age**

## **Learning element 3.3**

### **Some Practicalities Of Educational Publishing**

*What are key industry initiatives  
in Educational Publishing?*



*Bill Cope, Mary Kalantzis and Adam Saulwick*



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[www.C-2-CCourse.com](http://www.C-2-CCourse.com)

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## Instructional Design, E-Learning And Educational Publishing

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p><b>Theme 1: Instructional Design</b></p>	<p><b>1.1</b></p> <p><b>Instructional Design (ID)</b></p> <p><i>What is Instructional Design and why is it important?</i></p>	<p><b>1.2</b></p> <p><b>The Importance Of Instructional Design</b></p> <p><i>What does ID contribute to the educational objective?</i></p>	<p><b>1.3</b></p> <p><b>Designing Curricula And Methodology</b></p> <p><i>How are current ID models best implemented?</i></p>
<p><b>Theme 2: E-Learning</b></p>	<p><b>2.1</b></p> <p><b>Electronic Learning</b></p> <p><i>What is E-Learning?</i></p>	<p><b>2.2</b></p> <p><b>E-Learning For Today's Societies</b></p> <p><i>Why are challenges in E-Learning relevant to educators and society?</i></p>	<p><b>2.3</b></p> <p><b>E-Learning: Case Studies</b></p> <p><i>Who is learning online and how?</i></p>
<p><b>Theme 3: Educational Publishing</b></p>	<p><b>3.1</b></p> <p><b>Educational Publishing</b></p> <p><i>What is changing in Educational Publishing?</i></p>	<p><b>3.2</b></p> <p><b>Theories Of Educational Publishing</b></p> <p><i>Why do changes in education theory impact on Educational Publishing?</i></p>	<p><b>3.3</b></p> <p><b>Some Practicalities Of Educational Publishing</b></p> <p><i>What are key industry initiatives in Educational Publishing?</i></p>

## Aims

### Knowledge scope

**Some Practicalities Of Educational Publishing** requires you to relate developments in Educational Publishing and online technologies to practical issues.

In this element you will develop goals and activities in a practical way. For example, you will inquire about some of the significant developments in print-on-demand technologies and identify current solutions for delivering electronic publishing materials. You will investigate how developing countries can benefit from new publishing methods and ask questions about how publishers can benefit from publishing with ebooks. It will be necessary also to consider the impact that new technologies are having on language and cultural maintenance incentives?

### Knowledge and capability aims

As a result of working through this Learning Element, you will have the capacity to:

- ⊗ articulate the current state of the field in Educational Publishing;
- ⊗ differentiate between some of the available technologies;
- ⊗ identify the relevant industry initiatives;
- ⊗ relate the developments in technology to language and cultural maintenance incentives;
- ⊗ apply primary and secondary source material;
- ⊗ work through a case study;
- ⊗ develop a model for implementation;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ improve your ability to research primary evidence and construct critical arguments;  
and
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis.

### Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Instructional Design, E-Learning And Educational Publishing*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

## **Learning processes**

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included with each source indicates its perspective, whether it tends to be:

Business,  
Cultural studies or  
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

### **Learning activity: Online/Tutorial issues**

Engage in Online/Tutorial discussion in response to the following questions:

- 1) What are the most significant developments in Print-On-Demand technologies with respect to the Australian Tertiary Education sector?**
- 2) What solutions are available for delivering materials for electronic publishing?**
- 3) In what ways can developing countries benefit from new publishing methods?**
- 4) What are the main advantages and disadvantages of ebooks for publishing?**
- 5) What are key industry initiatives in the educational publishing sector?**
- 6) What impact have some new technologies had on language and cultural maintenance incentives?**

### **Recommended reading:**

Focus your initial reading efforts on (Burch, 2002; Burrows et al., 2002; Heller, 2000; Roach, 1999; Smith, 1998; Smith, 2002; Villa, 2002; Wilkins et al., 2001). They will help you scope out your initial responses to the above questions and direct further exploration of the Sources.

## Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled '**Perspective**'. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

<b>Title:</b>	<a href="#">POD Trials in the Australian Tertiary Education Sector</a>
<b>Author(s):</b>	Burch, Tony
<b>Year:</b>	2002
<b>Book Title:</b>	New Markets for Printed Books
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 3.1 Chap. 7
<b>Pages:</b>	129-142
<b>Perspective:</b>	Business, Technology
<b>Keywords:</b>	Book Industry, Print-On-Demand, Educational Publishing
<b>Abstract:</b>	Burch sets out to outline the history of internal production and publishing at some Australian Tertiary Education Sector Institutions, with emphasis on the evolving use of digital print-on-demand (POD), online publishing, and issues of digitisation. However, Burch indicates that there are a number of important issues relevant to the sector for consideration of POD.

<b>Title:</b>	<a href="#">Publishing Futures in an eLearning Community</a>
<b>Author(s):</b>	Burrows, Peter; Coburn, Michael; Loi, Daria
<b>Year:</b>	2002
<b>Book Title:</b>	Markets for Electronic Book Products
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 3.2 Chap3
<b>Pages:</b>	27-44
<b>Perspective:</b>	Business, Technology
<b>Keywords:</b>	Education, E-Learning, Educational Publishing, Technological Change
<b>Abstract:</b>	Burrows, <i>et al</i> , investigate product-service solutions for delivering a variety of learning materials suitable to an electronic notebook-enabled environment. Their findings raise important issues for the publishing industry in terms of bringing out the diverse expectations that students, teachers and publishers have with regard to educational materials.

<b>Title:</b>	<a href="#">AAP embarks on e-book standardization effort. (Association of American Publishers)</a>
<b>Author(s):</b>	Heller, Nelson
<b>Year:</b>	2000
<b>Institution:</b>	Association of American Publishers
<b>Perspective:</b>	Technology, Business
<b>Keywords:</b>	Ebooks, Standardization, Association Of Publisher
<b>Abstract:</b>	Association of American Publishers released a report outlining a strategic industry-wide approach for developing an electronic book market what will benefit all players. The project was designed to look at market potential for electronic books, examine the best alternatives for developing that market, and outline a strategic role for AAP and the industry. Source: Educational Technology Markets (2002)

<b>Title:</b>	UNCF Examines Digital Divide On Campus.(United Negro College Fund)
<b>Author(s):</b>	Roach, Ronald
<b>Year:</b>	1999
<b>Journal:</b>	Black Issues in Higher Education
<b>Volume:</b>	16
<b>Issue:</b>	11
<b>Pages:</b>	32
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Digital Technology, Minority Groups
<b>Abstract:</b>	The digital divide is a term used to define the gap between those in society who have access to technology, such as the Internet and personal computers, and those who do not. The gap generally exists between whites and minorities, but it also exists between African American universities and private universities. One hundred minority officials gathered at a summit in New Orleans in the summer of 1999 to discuss the issue. Source: Roach (1999)

<b>Title:</b>	The Role and Place of Electronic Publishing in Developing Countries
<b>Author(s):</b>	Smith, James
<b>Year:</b>	1998
<b>Book Title:</b>	Educational Publishing in Global Perspective
<b>Editor:</b>	Sosale, Shobhana
<b>City:</b>	Washington D.C
<b>Publisher:</b>	The World Bank
<b>Perspective:</b>	Business, Culture
<b>Keywords:</b>	Educational Publishing, Developing Countries, Electronic Content
<b>Abstract:</b>	Electronic publishing refers exclusively to the publication of any kind of content on any form of electronic media and should not be confused with desktop publishing. The emergence of new media has added to the complexity of the already-complex tasks facing educational planners, specialist, and publishers. Additional factors come into play, which are of no relevance in a print-only situation. However, they should not discourage innovation.

<b>Title:</b>	<a href="#">Book Production and Distribution Models</a>
<b>Author(s):</b>	Smith, Helen
<b>Year:</b>	2002
<b>Book Title:</b>	New Markets for Printed Books
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 3.1 Chap. 6
<b>Pages:</b>	103-126
<b>Perspective:</b>	Business, Culture, Technology
<b>Keywords:</b>	Book Industry, Educational Publishing, Technology and Change
<b>Abstract:</b>	Smith outlines current and emerging customer needs for books published by and in association with the Australian National Training Authority.

<b>Title:</b>	<a href="#">Integrating Technology Into Minority Language Preservation And Teaching Efforts: An Inside Job</a>
<b>Author(s):</b>	Villa, Daniel
<b>Year:</b>	2002
<b>Journal:</b>	Language, Learning & Technology
<b>Volume:</b>	6
<b>Issue:</b>	2
<b>Pages:</b>	92
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Minority Languages, Language Maintenance, Methodology, Technological Change
<b>Abstract:</b>	<p>The recent explosion in technology, in particular in computer and digitizing systems, has many implications for heritage language maintenance and learning. In particular, authentic language usage can be easily recorded and preserved for those goals. That same explosion, however, can lead to a less than appropriate implementation of technology for language maintenance and learning. Further, certain cultural boundaries can make it difficult to have access to authentic language usage, particularly by out-group individuals who work on indigenous languages. This paper presents a pilot study that attempts to both implement technology in an appropriate manner and surmount the problems faced by out-group language researchers by training an in-group member, in this case a speaker of Navajo, in the methodology and technology necessary for recording and preserving her heritage language. The results of this work are discussed, as well as the role of computer and digitizing technology in language maintenance and teaching. Source: Villa (2002)</p>

<b>Title:</b>	<a href="#">The Trials of Technology</a>
<b>Author(s):</b>	Wilkins, Linda; Coburn, Michael; Burrows, Peter; Loi, Daria
<b>Year:</b>	2001
<b>Book Title:</b>	Print and Electronic Text Convergence
<b>Editor:</b>	Cope, Bill; Kalantzis, Diana
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.1 Chap 9
<b>Pages:</b>	223-265
<b>Perspective:</b>	Technology, Culture
<b>Keywords:</b>	Education, Technological Change, E-Learning
<b>Abstract:</b>	Wilkins <i>et al</i> discuss an ebook trial held at Toowong Library in Brisbane, Australia, in 2000 -2001, in which the author and co-researchers assess the degree of adoption of electronic media in a library context.

**Links to case studies on diverse websites:**

Association for Education Communications and Technology:

<https://www.aect.org/>

Ebook-creator-publisher:

<http://www.ebook-creator-publishing.com/>

Ebook Publishing Tips:

<http://www.ebookpublishingtips.com/>

## Assessment Task A option

You may wish to draw on the issues raised in this element, [Some Practicalities Of Educational Publishing](#), for your Assessment Task A (worth 25% of your overall grade).

A possible task would be to develop an action plan for an EP business. In pursuit of this you, you might ask the following questions:

*What are some of the significant developments in print-on-demand technologies that are affecting the particular work-place in question?*

*What are current solutions for delivering materials for EP?*

*Can the publisher benefit from ebooks? If so, how and why? If not, why not?*

To complete Assessment Task A, you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication, and/or business sectors.

The aim of Task A is to:

- (i) help you begin to format the structure of Task B; and
- (ii) help you begin to build the content for Task B.

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

**Note: You are required to do only one Assessment Task A throughout the course.**

Choosing issues from [Some Practicalities Of Educational Publishing](#) as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you use as the basis for your Assessment Task A.

**Note: Assessment Task A must be submitted by the end of week four.**

## Learning pathways

### Transition from Learning Element 1.3

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

### Pathway options

On completion of this element you should have a practical understanding of Educational Publishing, together with a more in-depth appreciation of aspects of implementation.

You may wish to now extend this applied knowledge by further exploring the way in which information is structured in web-based learning. This information is covered in the *Applied And Transferred* element called **E-Learning: Case Studies**.

Alternatively, you may now wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding publishing for online education. This is covered in the element called **Educational Publishing**.

You can choose to proceed to any other element. On completion of the entire course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests.

### Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Instructional Design</i>	1.1 Instructional Design	1.2 The Importance Of ID	1.3 Curricula And Methodology
<i>Theme 2: E-Learning</i>	2.1 Electronic Learning	2.2 E-Learning For Today's Societies	<b>2.3 E-Learning: Case Studies</b>
<i>Theme 3: Educational Publishing</i>	<b>3.1 Educational Publishing</b>	3.2 Theories Of Edu Publishing	<b>← 3.3 ↑ Practicalities Of Edu Publishing</b>

## About this Learning Element

**Some Practicalities Of Educational Publishing** challenges you to develop a critical appreciation of the EP sector.

In this element you will address issues relevant to applied engagement with the EP sector. For example, you will ask the question what are significant developments in print-on-demand technologies? What are current solutions for delivering materials for electronic publishing? In what ways can developing countries benefit from new publishing methods? How can publishers benefit from publishing with ebooks? What impact have new technologies had on language and cultural maintenance incentives?

### **Keywords**

Cultural Identity

Ebooks

Educational Publishing

Emergent Technologies

Language Maintenance

Minority Groups

Print-On-Demand