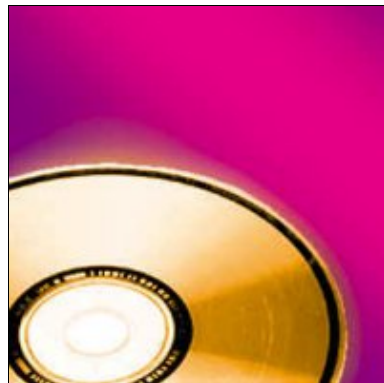


Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age

Learning element 3.1

Educational Publishing

What is changing in Educational Publishing?



Bill Cope, Mary Kalantzis and Adam Saulwick

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And Educational Publishing:
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www.C-2-CCourse.com

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Framework map

**Instructional Design, E-Learning
And Educational Publishing**

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

Aims

Knowledge scope

Educational Publishing challenges you to expand your understanding of recent and ongoing developments in the Educational Publishing industry.

In this element you will address some of the essential and current industry questions. For example, what technologies are currently available for the Educational Publishing industry and are they effective? Who are the main leaders in development, implementation and use of new technologies in the industry? What are thought to be the potential consequences for expansion and take-up of e(text)books and dbooks? What is meant by the notions ‘equitable set of commercial exchanges’ and ‘infotainment’ in relation to the Educational Publishing sector? What are some of the unique publishing needs of Indigenous communities around the world?

Knowledge and capability aims

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

- ⊗ discriminate between various available and evolving technologies for the educational publishing industry;
- ⊗ articulate the advantages and disadvantages of these alternate technologies;
- ⊗ clarify the relationship between E-Learning and Educational Publishing;
- ⊗ relate prior professional experiences with current and evolving conceptions of Educational Publishing;
- ⊗ locate, analyse, and employ primary and secondary source material;
- ⊗ 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 technologies are currently available for the Educational Publishing industry?**
- 2) Are changes in the Educational Publishing industry technology driven or responses to changes in theories of pedagogy? On what do you base your opinion?**
- 3) How effective are current technologies in meeting the changing demands of the Educational Publishing industry?**
- 4) Who are the main leaders in development, implementation and use of new technologies in the Educational Publishing industry?**
- 5) What are thought to be the potential consequences for expansion and take-up of e(text)books, dbooks?**
- 6) What is meant by the notions ‘equitable set of commercial exchanges’ and ‘infotainment’ in relation to the Educational Publishing sector?**
- 7) What are some of the unique publishing needs of Indigenous communities around the world in terms of publishing?**

Recommended reading:

Focus your initial reading efforts on (Burrows et al., 2001; James and McQueen-Thomson, 2001; Mernit, 2002a; Mernit, 2002b; Miller and Prater, 2002; Phipps and Wearne, 2002; Pugliese, 2002; Smith, 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.

Title:	Electronically Mediated Learning Materials
Author(s):	Burrows, Peter; Loi, Daria; Wilkins, Linda; Coburn, Michael
Year:	2001
Book Title:	Print and Electronic Text Convergence
Editor:	Cope, Bill; Kalantzis, Diana
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 2.1 Chap 8
Pages:	183-222
Perspective:	Business, Technology
Keywords:	E-Business, Publishers, Book Industry
Abstract:	This chapter explores the changing dynamics associated with the shift towards electronically mediated learning materials and the potential consequences for expansion and take-up of e(text)books, dbooks and the likely impact of this shift on more traditionally published and printed material. Source: Burrows, et al.

Title:	Academic Publishing
Author(s):	James, Paul; McQueen-Thomson, Douglas
Year:	2001
Book Title:	New Markets for Printed Books
Editor:	Cope, Bill; Mason, Dean
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 3.1 Chap. 2
Pages:	11-34
Perspective:	Business, Technology, Culture
Keywords:	Publishers, Cultural Change, Book Industry
Abstract:	The authors discuss changes in academic and general book publishing and the relationship with cultural and societal change.

Title:	Future Content Services for Young People
Author(s):	Miller, Sarah; Prater, David
Year:	2002
Book Title:	Markets for Electronic Book Products
Editor:	Cope, Bill; Mason, Dean
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 3.2 Chap. 5
Pages:	63-80
Perspective:	Business, Technology
Keywords:	Technological Change, Book Industry, Social Change
Abstract:	Miller and Prater ... imagine what some of the wireless applications might look like in the future. Such applications potentially replace, or complement, the many products currently used to entertain children. The authors give their attention to a wide range of products, including the ubiquitous soft toy and its potential electronic progeny, which may come to contain embedded and customisable features. Much attention is also given to the printed product and the many ways in which content for printed books may become source material for potential electronic products, such as infotainment solutions for children travelling on long car journeys and wanting to learn more about the places through which they are travelling. Once again, we are forced to consider how we can create an environment in which bodies of content can be created, shared, added to or modified, personalised and distributed, all within a safe and equitable set of commercial exchanges. Source: Mason (2002)

Title:	Print and Publishing in Indigenous Australia
Author(s):	Phipps, Peter; Wearne, Jonathan
Year:	2002
Book Title:	Value Chain Clustering in Regional Publishing Services Markets
Editor:	Cope, Bill; Brown, Rod
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 3.4 Chap. 8
Pages:	195-214
Perspective:	Business, Technology, Culture
Keywords:	Indigenous Australia, Book Industry, Business
Abstract:	<p>Phipps and Wearne explore 'the unique publishing needs of, and commercial opportunities for, Indigenous Australian communities. The community aspects involve the recording of culture and language in a context where many Indigenous languages face serious threat, and where there is a manifest need and desire to preserve and hand down cultural knowledge. The commercial opportunities are presaged by the phenomenal success of the indigenous visual arts industry. It is possible that similar success might be achieved in the publishing arena, by means of which Indigenous culture and environmental understandings may well reach a world market. The key to success, however, is community ownership and control, linked to the publishing and promotional opportunities presented by developments in publishing technologies and business processes.' Source: Cope (2002)</p>

Title:	The Transformation of Educational Publishing
Author(s):	Pugliese, Louis
Year:	2002
Journal:	Technos
Volume:	11
Issue:	3
Pages:	22-26
Perspective:	Business, Technology
Keywords:	Teacher Centered Learning, Object Environment, Educational Publishing, E-Learning
Abstract:	Pugliese questions the received wisdom that technology is a panacea for education and looks at learning objects and reusable data chunks.

Title:	New Knowledge – New Markets
Author(s):	Smith, Helen
Year:	2001
Book Title:	C-2-C Creator to Consumer in a Digital Age: Book Production in Transition
Editor:	Cope, Bill; Mason, Dean
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 1 Chap. 11
Pages:	251-279
Perspective:	Business, Technology
Keywords:	Technological Change, Business
Abstract:	This is a report on the feasibility of a piece of software called "C-2-C Integrated Book Production Tool" for the publishing industry.

Links to relevant material on diverse websites:

Association for the advancement of computing in education:

<http://www.ace.org/pubs/IJEL/default.htm>

U.S Department of Education:

<http://www.ed.gov/index.jsp>

South Western Educational Publishing:

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

Doctrionics:

<http://www.doctrionics.co.uk/>

Techbooks:

<http://www.techbooks.com/education/education.htm>

Assessment Task A option

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

A possible task would be to articulate the current state of this domain of the publishing sector. For example, you might ask the following questions:

What technologies are currently available for the EP industry?

What are some significant changes in the EP industry and what drives them?

How effective are current technologies in meeting the changing demands of the industry?

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 **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 whatever 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 3.1

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

By the completion of this element you should have a solid understanding of the Educational Publishing industry.

You may wish to now build on this empirical knowledge by further exploring the way in which current theories of Educational Publishing are developing in the light of changing technologies. This information is covered in the *Conceptual And Critical* element called **Theories Of Educational Publishing**.

Alternatively, you may wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding education online. This is covered in the element called **Electronic Learning**. If you wish to tackle an *Applied And Transferred* element at this point, you need to bear in mind that it will draw on information you may not have yet covered.

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	2.3 E-Learning: Case Studies
<i>Theme 3: Educational Publishing</i>	↑ 3.1 → Educational Publishing	3.2 Theories Of Edu Publishing	3.3 Practicalities Of Edu Publishing

About this Learning Element

Educational Publishing requires you to expand your understanding of recent and ongoing developments in the Educational Publishing (EP) industry.

In this element you will address some of the essential questions relevant to Educational Publishing. For example, what technologies are currently available for the industry and how effective are they? What is driving change in the EP industry? Who are the key players in development, implementation and use of new technologies in EP? We will address the consequences for expansion and take-up of new technologies such as ebooks, and looks at what is meant by the terms 'equitable set of commercial exchanges' and 'infotainment' in the EP sector. Finally, you will consider some of the unique publishing needs of Indigenous communities around the world.

Keywords

E-Books

Educational Publishing

Expansion Of Markets

Indigenous Communities

Market Forces

Pedagogy

Publishing Opportunities

Technological Developments

Textbooks