

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

Learning element 3.2

Theories Of Educational Publishing

*Why do changes in education theory
impact on Educational Publishing?*



Bill Cope, Mary Kalantzis and Adam Saulwick

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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

Theories of Educational Publishing requires you to identify and analyse contemporary theories of Educational Publishing (EP). You will explore the notion of ‘interaction’ in the context of multimedia learning. Moreover, you will evaluate the impact of digital libraries on EP, and some differences between traditional and emerging features of the EP value chain.

In this element you will analyse these perspectives and assess their impact on ongoing developments in EP for both tertiary and business sectors.

Knowledge and capability aims

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

- ⊗ identify some of the basic tenets of the adoption process with new media;
- ⊗ interpret assumptions regarding educational publishing and multimedia learning;
- ⊗ assess the relationship between electronic publishing and distance education;
- ⊗ locate, analyse and employ relevant theoretical material;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis; and
- ⊗ make high level contributions on issues relevant to the subject matter with industry players.

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 Activities: Online/Tutorial Issues

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

- 1) Why are the basic tenets of the ‘adoption process’ with new media important?**
- 2) What is meant by ‘interaction’ in the context of multimedia learning-environment design?**
- 3) What will be some of the impacts of digital libraries and electronic publishing on distance education?**
- 4) What are some of the crucial differences between traditional and emerging features of the value chain in the educational publishing sector?**
- 5) How are businesses involved in the educational sector responding to changes in publishing technology? Are these responses taking recent proposals for business strategies into consideration? If so, in what ways?**

Recommended reading:

Focus your initial reading efforts on (Bondaryk, 1998; Boyle, 2002; Eisenberg, 1994; Lang and Zhao, 2000; Marion and Hacking, 1997; Pea, 2002). 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:	Publishing New Media in Higher Education: Overcoming the Adoption Hurdle
Author(s):	Bondaryk, Leslie
Year:	1998
Journal:	Journal of Interactive Media in Education
Volume:	98
Issue:	3
Pages:	1-16
Perspective:	Culture, Technology
Keywords:	Educational Publishing, New Media, Multimedia Publishing, Adoption Hurdles, Publishers
Abstract:	<p>The adoption process is the major means by which publishers get new learning materials into the hands of students in the higher education marketplace. In order for a new learning tool, be it print, multimedia, or other, to be adopted, an instructor must be aware of it, willing to use it, and able to use it. These three tenets can be harder to achieve with new media projects than with print. It is easy to forget that faculty need to be educated along with students, and that faculty development is as important as the curricular content development. It is a function of educational publishers to help university authors not only improve the quality of their materials, but also make sure they reach the widest possible audience through the adoption cycle. This paper will focus on techniques for bringing university-developed new media materials to market. Several methods have been proven effective for disseminating new media products into the marketplace: faculty as well as student testing, workshops, review, and other forms of faculty education are critical to acceptance of new media learning tools. These processes will be outlined along with some successful examples. Source: Bondaryk (1998)</p>

Title:	Towards a theoretical base for educational multimedia design
Author(s):	Boyle, Tom
Year:	2002
Journal:	Journal of Interactive Media in Education
Volume:	2002
Issue:	2
Pages:	1-16
Perspective:	Culture, Technology
Keywords:	Educational Multimedia, Design, Theory
Abstract:	<p>The aim of this paper is to contribute to the construction of a systematic theoretical base for educational multimedia design. The paper delineates different layers of explanation. It then argues for the interactional layer as the most appropriate for multimedia learning environment design. It proposes 'context' as the central construct at this layer. The relationships between multimedia contexts are explored, especially the concept of different levels of contexts corresponding to different educational demands. Further meta-theoretical clarification on the difference between procedural and declarative modes of explanation precedes the final section of the paper. This section explores how the internal structure, the morphology, of contexts might best be delineated for capture in a systematic knowledge base. The paper argues strongly that this type of theoretical clarification is required if we are to move towards a more systematic, 'scientific' base for the construction of educational multimedia systems. Source: Boyle (2002)</p>

Title:	The Role of Electronic Commerce in the Transformation of Distance Education
Author(s):	Lang, Karl R.; Zhao, J. Leon
Year:	2000
Journal:	Journal Of Organizational Computing And Electronic Commerce
Volume:	10
Issue:	2
Pages:	103-127
Perspective:	Business, Technology
Keywords:	Distance Learning/Education, Online Learning, IT Impact, Electronic Commerce, Organization Redesign, Networked Education Services, Process Automation
Abstract:	<p>The distance learning industry has served society well for the continued education of professionals on a part-time, flexible, and remote basis. However, with the explosive development and deployment of advanced information technology (IT) such as digital libraries and electronic publishing, distance education will undergo major changes in organizational design and structure and in the way courses are taught, grades are assigned, and degrees are certified. Electronic commerce (e-commerce) as a form of IT is not just a new technological means that can make the conventional business model of distance education more efficient; it will also induce the transformation of the existing educational processes and organizational structures, thus creating new and more effective learning environments. In this article, we discuss why-commerce will reshape the entire distance learning sector and how this change might come about. We examine conventional distance learning models, investigate the potential of automating distance learning processes, discuss relevant economic mechanisms, and propose a novel theoretical model for an e-commerce-based, distributed distance education (distriducation). Finally, we present some empirical evidence supporting our theory.</p> <p>Source: Lang & Zhao (2000)</p>

Title:	Educational Publishing and the World Wide Web
Author(s):	Marion, Ann; Hacking, Elizabeth H.
Year:	1997
Journal:	Journal of Interactive Media in Education
Volume:	98
Issue:	2
Perspective:	Culture, Technology
Keywords:	Educational Publishing, Technological Change, World Wide Web, Copyright, Digital Object Identifier, Metadata, Textbook, College, Licensing, Copyright, Faculty Authors, Faculty Development, Custom Publishing, Community, Technology Adoption, Learning Platform, Networked Computer, Learning Architecture, Authoring Tool, Community Of Practice, Educational Object Economy (EOE), Value Chain, Component Architecture, Interoperability, Work Flow, Pedagogy, And Contact Management System.
Abstract:	<p>Publishers have long had an important role in education, producing books and other learning materials. Today, the publisher's role is changing fast with the platform evolution from stand-alone to networked computers. Print and the Web are compared, demonstrating that they will remain complementary. The publishers' traditional Value Chain is linear and one-way; it is operative in a stable, predictable environment, and accommodates mass production. This traditional Value Chain is evolving into a new Value Circle, which is iterative, with shorter product cycles, interaction between customers, authors and publishers to develop products and services, and "mass customization". Today, custom publishing efforts are already well underway. However, critical solutions are required for handling rights, royalties, and intellectual property protection; publishers are developing the Digital Object Identifier, new licensing standards, and experimenting with copy protection technologies. Key opportunities in emerging technology are discussed, including Metadata and query enhancement; work flow analysis and new tools that capture pedagogy; and contact management systems to capture and support customers. The emergence of repositories of software such as the Educational Object Economy are critiqued, with recommendations made for facilitation of electronic commerce. We review some basic business considerations. Our perspective is based on college publishing, the focus of the E/W Consortium on Authoring Tools, but all segments of publishing face similar concerns.</p> <p>Source: Marion & Hacking (1998)</p>

Title:	Will E-business Shape the Future of Open and Distance Learning?
Author(s):	Oblinger, Diana
Year:	2001
Journal:	Open Learning
Volume:	16
Issue:	1
Pages:	9-25
Perspective:	Business, Technology
Keywords:	Open And Distance Learning, E-Business, ODL Providers, Web Advertising
Abstract:	<p>This article explores the impact that e-business is likely to have on the provision of open and distance learning (ODL). It argues the likelihood of a major growth in the use of distance education, and the emergence of global consortia, possibly built around disaggregated value chains, that will create one or more global virtual universities. It suggests the technological developments that will underpin this process, the nature of the value-net-based relationships between institutions engaged in consortia, and the qualities of the Web that are impacting on ODL. It discusses such issues as the development of new e-learning pricing models; the use of Web advertising to generate income; the importance of scale and the concomitant pressure for institutional mergers and alliances; and the impact of e-commerce practices on administrative processes. The article suggests the emergence of hubs that bundle services customers want onto a single website, and the pressure for institutions to become 'sticky' in order to secure customer loyalty. Design strategies to ensure 'stickiness' are suggested. Existing ODL providers will need to address the challenges posed by e-business practice if they are to compete. Source: Oblinger (2001)</p>

Other reading:

Title:	New media communication forums for improving education research and practice.
Author(s):	Pea, Roy D.
Year:	2002
Journal:	Issues in education research: problems and possibilities
Volume:	37
Issue:	1
Pages:	3-136
Perspective:	Technology, Business
Keywords:	Communication Technology, Educational Research, Educational Technology, Electronic References, Internet, Researcher Education, Theory-Practice Relations, World Wide Web.

Title:	Free from the constraints of space and time: considering the opportunities and challenges for electronic publishing
Author(s):	Eisenberg, Michael B.
Year:	1994
Journal:	Educational Technology
Volume:	34
Issue:	7
Pages:	59-64
Perspective:	Technology
Keywords:	Computers, Electronic Publishing
Abstract:	Provides a summary of the papers in this issue that deal with electronic publishing. Highlights include the impact on publishers, authors, users, and librarians and information technologists; theoretical frameworks; practical applications and implications; and future possibilities.

Links to case studies on diverse websites:

Global Knowledge Exchange:

<http://www.gke.com/index2.asp>

Theories of Online Learning:

www.au.af.mil/au/awc/awcgate/awcethry.htm

American Educational Research Journal:

<http://aera.net/pubs/aerj/>

American School Board Journal:

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

Assessment Task A option

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

A possible task would be to develop a theoretical EP model applicable to both tertiary and business sectors. For example, you might ask the following questions:

What are crucial factors in providing successful EP?

Who advocates 'interaction' and why?

What is the relation between EP and the 'adoption process'?

If distance, online and face-to-face education each change the objectives of EP, what is the reason and the implications?

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 **Theories 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 3.2

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 developed a more in-depth understanding of the **Theories of Educational Publishing** with regard to recent and ongoing changes in the field.

You may now wish to build on this theoretical knowledge by relating this theory to the empirical state of the EP sector. This information is covered in the **Empirical And Experiential** called **Educational Publishing**.

Alternatively, you may wish to further follow the **Applied And Transferred** direction and undertake an applied project. This is covered in the element called **Practicalities of 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	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

Theories of Educational Publishing challenges you to increase your understanding of current theories of Educational Publishing (EP).

In this element you will address questions relevant to current issues in EP. For example, what are the basic tenets of the 'adoption process' with new media and what is meant by 'interaction' in the context of multimedia learning environment design? What will be some of the impacts of digital libraries and electronic publishing on distance education? What are the crucial differences between traditional and emerging features of the value chain in the educational publishing sector? Finally, you will address how businesses involved in the educational sector are responding to changes in publishing technology.

Keywords

Adoption Process
Business Opportunities
Educational Publishing
Interaction
Learning Environment Design
Market Forces
Marketing Strategies
Multimedia
Product Development
Technological Developments