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

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

Table of Contents

Section I: Advancing E-Learning and Virtual Campus Policies
Chapter I: The E-Learning Phenomenon: A New University Paradigm?
Latika Rajasingham, Victoria University of Wellington, New Zealand
Chapter II: Linking Self-Directed Lifelong Learning and E-Learning: Priorities for Institutions of Higher Education
Yasuko Inoue, University of Guam, Guam
Chapter III: The Online Seminar as Enacted Practice
Lars-Erik Jonsson, University of Gothenburg, Sweden
Kengo Saito, University of Gothenburg, Sweden
Chapter IV: Is E-Learning Used for Enhancing Administration or Learning? On the Implications of Organisational Culture
Stefan Hrastinski, Uppsala University, Sweden
Christina Keller-Uppsal University and Joakimping International Business School, Sweden
Jörgen Lindh, Joakimping International Business School, Sweden
Chapter V: Advancing E-Learning Policy and Practice: Influences on Academic Adoption, Integration and Development of Multi-Unit E-Learning Courses
Dawn Birch, University of Southern Queensland, Australia
Bruce Burnett, Queensland University of Technology, Australia
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
Chapter VII: Matching Technology, Organisations and Pedagogy in E-Learning: Looking for the Appropriate Balance Leading to Sustainability and Effectiveness
Albert Sangria, Universitat Oberta de Catalunya, Spain
Lourdes Guirado, Universitat Oberta de Catalunya, Spain
Pedro Fernández-Míchels, Universitat Oberta de Catalunya, Spain
Chapter VIII: E-Learning and Virtual Campus Development – From Innovation to Sustainability
Irene le Roux, University of Pretoria, South Africa
Karen Laouzy, University of Pretoria, South Africa
Dolf Jordan, University of Pretoria, South Africa

Section II: Virtual Campus Best Practice Experiences
Chapter IX: An Analysis of European Mega-providers of E-Learning: Recommendations for Robustness and Sustainability
Morten Eide Paulsen, The Norwegian School of Information Technology, Norway
Chapter X: Guiding Principles for Identifying and Promoting Best Practice in Virtual Campuses
Mark Stansfield, University of the West of Scotland, UK

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 (PBPC)'.

Thomas Connolly is Professor and Chair of the ICS 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 book '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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Table of Contents:

Section 1: Advancing E-Learning and Virtual Campus Policies

Chapter 1: The E-Learning Phenomenon: A New University Paradigm
Leela Rajbashkomp, Victoria University of Wellington, New Zealand

This chapter contributes to the ongoing discussion on current best practice and trends in e-learning and related changes in higher education. It provides the increasing importance of knowledge or competitive advantage and agility of economic growth in an increasingly complex and uncertain environment. The chapter also discusses how the e-learning phenomenon is shaping the educational landscape and how the policies and strategies of traditional universities are shifting to address the pressures of rising enrollments, increasing fiscal constraints and rapid technological advances.

Chapter 2: A Case Study: The Influence of Institutional Policies and Strategies on the Adoption of E-Learning
Leslie D. Jones, University of Heidelberg, Germany

The academic seminar can be seen as the core of university culture. It is a seminar, oriented to knowledge-based research, and is subject to further articulation. The main point of this chapter is to report on attempts to produce critical features of the seminar in the online context. The basic premise is that participation in seminar activities has to be learned through experience. For the participants with little prior experience of online educational discussions the online seminar structure can become an essential learning situation as organisational as well as cognitive and communicative issues must be attended to carefully. In order to illustrate the attempts to socialise students into this kind of discourse community, the authors use a Masters course for mature students as a case study. It was 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 co-ordinate the interaction. By giving the students responsibilities for analysing the context of practical problems and letting them help each other, we advise them problems and setting up the academic seminar as an legitimate online participants. Several issues are important to attend to in the building of such collaboration: selecting the persons, establishing a clear social structure and focusing on the activities. It is argued that the idea of a leaderless seminar and the online seminar may fulfill complementary roles, but in both cases learning how to contribute is essential.

Chapter 3: E-Learning Used for Enhancing Administration or Learning? On the Implications of Organizational Culture
Stefan Reips, University of California, USA; Christine Keller, University of California, USA; Jorgen Linde, University of International Business School, Sweden

The transition from campus to e-learning presents many challenges. One of the key challenges is the organizational culture, which may either facilitate or hinder e-learning implementation. In this chapter, we describe how the organizational 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 been a key role in shaping the organizational 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-oriented and learning-oriented e-learning culture to portray the different 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 4: Advancing E-Learning Policy and Practice: Influences on an Academic’s Adoption, Integration and Development of Multimedia E-Learning Courses
Greg Wrench, Queensland University of Technology, Australia

This chapter argues that e-learning 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 is trying to develop large scale e-learning systems (e.g., virtual learning environments and online management systems). This chapter contributes to the ongoing discussion on current best practice and trends in e-learning and related changes in higher education. It provides the increasing importance of knowledge or competitive advantage and agility of economic growth in an increasingly complex and uncertain environment. The chapter also discusses how the e-learning phenomenon is shaping the educational landscape and how the policies and strategies of traditional universities are shifting to address the pressures of rising enrollments, increasing fiscal constraints and rapid technological advances. In conclusion, the chapter concludes by emphasizing that the e-learning phenomenon is going to be an educational fact of educational lives in the 1990s. Based on international research, this chapter explores the current and potential future implications for the design and implementation of e-learning, and how institutional policies impact on the design and implementation of e-learning.
Sustainability and Effectiveness
Albert Sang, Universitat Oberta de Catalunya, Spain
Lucas Golola, Universitat Oberta de Catalunya, Spain
Pedro Fernandez-Montes, 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 higher education that affect the effectiveness and sustainability of institutional virtual campus environments and their users. An appropriate balance between the issues concerning technology, organisation and pedagogy, the TCP triangle model, is needed, avoiding the trap of focusing on either without adequately identifying and developing its activity in a more coherent and coordinated manner. 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
Karlo Lasenby, University of Pretoria, South Africa
Jaafar Jardani, 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 increased growth in the student body, the University decided in 2004 to upgrade the learning management system in order to provide more stability and better integration with the student information systems. Integration with the University’s integrated environment resulted in more student failures and a few initiatives to improve the situation. Higher user frustration levels led to a decline in the number of users. The chapter discusses four key variables that influence growth and integration of the learning environment: Management, Technological Support, Human Resource Management, and Technology Infrastructure. The authors argue that additional resources required in Information Technology Services (ITS) were not adequately provided for, thus giving suggestions for future directions.

Section II: Virtual Campus Best Practice Experiences
Chapter IX: An Analysis of European Mega-Universities of E-Learning: Recommendations for Robustness and Sustainability
Marianne Ylitalo Paananen, The Norwegian School of Information Technology, Norway

This chapter presents an analysis of 26 European megaversities of e-learning which had more than 100 courses or 500 course credits available in 2003. The focus is on distance education provision, not on e-learning for on-campus students. Among the megaversities, which represent eleven countries, there are eight distance education institutions, 13 universities and university colleges, and five corporate training providers. Five institutions started learning in the eighties, ten in the nineties and eleven after the turn of the century. The largest provider, Lomonosov Moscow State University, with over 250 courses available in 2003, only of the 25 reported to have more than 20000 course enrolments. Among these are top rated research universities and municipal polytechnic, private universities and colleges with more than 300000 learners. The chapter concludes with the 12 recommendations extracted from the analyses to help institutions achieve robustness and sustainability in online education.

Chapter X: Guiding Principles for Identifying and Promoting Best Practice in Virtual Campuses
Mark Stanley, University of the West of Scotland, UK
Thomas C. Couston, University of the West of Scotland, UK

This chapter will outline a set of guiding principles underscoring 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 areas in which best practice in virtual learning and teaching can be further developed, and the key conditions that underpin such practices. This work is a two-year ESF project that will run from March 2003 to February 2005. The PBP-VC project team have been working with key stakeholders from virtual campus projects across Europe and globally in identifying and exploring key issues relating to best practice in the areas of administration, pedagogy, and technology. This chapter describes 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 projects that have been supported in the last decade both within Europe and globally as great financial cost in order to achieve key enablers and inhibitors to success, provide a description of this different exemplars comprising the guiding principles in the promotion of best practice, as well as describing a tentative five level model of excellence, as well as 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 Bijmer, ESRACE, Inc, Belgium
Bas De Boeck, ESRACE, Inc, Belgium
Johannes De Geest, AMIV – K.U.Leuven, Belgium
Wim Van Parys, AMIV – K.U. Leuven, Belgium
Sally Reynolds, AIT, Belgium
Paul Burck, Nad. Werks, UK
Timo Rädisch, Freie Universität in Hagen, Germany and Open University of the Netherlands, Netherlands
Anja Katharina Karrem, Lifelong Learning Institute Delft – TNO, The Netherlands
Deiter Lorus, University of West Hungary – Faculty of Geomatics,

The chapter 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 nothing from the idea of a virtual campus to virtual reality, whereby the more traditional universities open their borders and "blended" into online and more "virtual" organisations. The critical question is under which circumstances this organisation is used as a strategic tool to ensure a valuable learning environment. To redefine the concept of virtual campus in order to better be able to the changing educational needs of today, the VC project has been set up. The project makes an inventory and systematically reviews more than forty virtual campuses from the past decades. Outputs will include a set of recommendations that can be applied to ensure the acquisition of a successful model of "virtual campus".

Chapter XII: Virtual Campus Development on the Basis of Subsidity: The EVI Approach
Ron Clavervot, Open University of the Netherlands, The Netherlands
Joe de Kruijff, Open University of the Netherlands, The Netherlands

The main objective of this chapter is to highlight the importance of sustainability in the development of a virtual campus. Sustainability is the principle that matters ought to be handled by the lowest component that meets specific needs. It is supported by the drive to implement sustainable approaches in virtual mobility. The authors support this view with two case descriptions: the development and implementation of a very successful virtual course - European Virtual Seminar on Sustainable Development (EVD) and the project to expand from this single course to a virtual campus - Virtual Campus for a Sustainable Europe (VCSE). They conclude that the focus determining the viability and uptake of institutional online learning initiatives, such as virtual campuses, are a bottom-up approach based on the availability of inexpensiveness, ICT, an educationally driven need for virtual mobility, and interdependence within the international partnership.

Chapter XIII: From Virtual Mobility to Virtual Campus: Engaging Students, Coursists and Services without Boundaries
George Helli, 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 universities. Today’s mobility schemes are flexible and focused on physical mobility only. This chapter presents an exploration of blended mobility models with local and international students - educational tourism. The model balances pedagogically, technologically and context related issues into an open learning platform. The chapter addresses the different dimensions of the blended model with blended mobility such as the increasing demand of the European Masters in Comparative Urban Studies (UMUS). The chapter aims at answering the challenges that effective teaching in complex transnational settings has to face and at providing solutions for the need of managing differences in terms of curricula, countries, 5 continents, 6 disciplinary backgrounds, 32 scholars from 9 partner institutions in 8 countries. The second part deals with the principles of blended mobility. Differences have been addressed and demonstrates 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 harmonious manner by considering the multilingual 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, providing CP (peer-to-peer) collaboration at the generation of knowledge. The main argument is that an increasingly fluid society generates and transmits information differently.
and learning agents 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, instructors, partners, institutions) providing an added value in each dimension of the learning process (pedagogical, technical, content related and institutional).

Chapter XVII: Network Organization to Improve Virtual Campus Management: A Key Factor from a French Experience
Francois Etienne, University of Angers at the Pays de la Loire, 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 CANEASE project (Campus Numérique et Economie-Gestion) was created. Identified as a form of network organization, this virtual campus will be explained in this chapter in relation to its functioning and its management. Through the academic literature covering network organizations, 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 CANEASE 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 XIX: Developing and Managing an Effective Virtual Campus: The eLab Experience in the Swiss Higher Education Context
Lutz Balters, eLab - e-Learning Lab (UZH-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 levels 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 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 solution 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 XIX: A Business Model for the Exchange of E-Learning Courses in an International Network
Christoph Gros, University of Münster, Germany

In three projects funded by the European Commission (CCI), 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 institutions e-learning projects have been discouraged after the end of the funding period. The problem is not only limited to education and training, but also to many other sectors. The challenging problem is not in the design of an organizational model for exchanging e-learning courses, but in the organizational model for exchanging e-learning courses. Each university in this consortium has developed its own e-learning course, which is based on an existing course and teaching materials. This is not provided, including teaching, to the students of the partner institutions. In network, each partner university excellent two or more courses on a non-free basis. As a result, the business model was validated. After the end of the project, each partner has 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 at regular fee-paying classes. Although this business model was developed by institutions specifically in the context of e-learning, the exact field is irrelevant; teachers and decision makers of all scientific fields can apply this business model.

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http://www.igi-global.com/reference/details.asp?ID=33409&v=tableOfContents
2/04/2009
Dear Dawn and Bruce,


I'm pleased to inform you that your chapter "New pedagogies from afar: influences on academics' adoption, integration and development of multimodal 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

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Following the successful merger between the University of Paisley and Bell College, the University has been renamed as University of the West of Scotland.

Please note that as part of the next stage in the University's development, we have changed name to University of the West of Scotland.

As a result, our web and email addresses have changed and I would be obliged if you would update your records accordingly.

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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:

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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](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

5/02/2009
Dawn Birch

From: Jacqui Peters [jpeters@igi-global.com]
Sent: Wednesday, 1 April 2009 11:37 PM
To: Dawn Birch

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:

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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 or calling me at (717)533-8845, extension 145.

Best Regards,
Jacqueline Peters

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Introducing the latest release from IGI Global:

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2/04/2009
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


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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2/04/2009
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