e-learning and the e-GIF

CAROLINE HALCROW

The e-Government Interoperability Framework - the *e-GIF* - came into being in September 2000. Its goal was to mandate a set of common specifications used in the Internet and World Wide Web across the public sector to improve the interoperability of systems and to align them with the Internet. The e-GIF defines the essential pre-requisites for joined-up and web-enabled government. It is a cornerstone policy in the overall e-Government strategy.

The e-GIF, now in its 5th edition, is updated twice yearly. A key area in which it has evolved is the incorporation of the increasing range of specifications particular to generic business areas in the public sector, such as e-learning, finance, e-voting, health and e-commerce. This part of the e-GIF is likely to continue to develop significantly in tandem with the specifications work being undertaken in relevant business areas. The latest version of the e-GIF can be viewed from the web site *www.govtalk.gov.uk,* which provides additional support, best practice guidance and toolkits.

The 'e-GIF Compliance Assessment Service' has recently been launched to provide advice for suppliers to Government, procurement officers and project managers. It enables them to perform e-GIF compliance self-assessments and to benchmark their activities against the Framework. Current advice on compliance for business area specifications indicates that 'the specifications are at various levels of maturity' and this is reflected in their marking from (in order of imperative) 'adopted', 'recommended' and 'under review' to 'future consideration'. The 'adopted' specifications are mandatory in the public sector. The other markings provide organisations with different 'weights' of steer and the e-GIF directs organisations requiring further guidance to the appropriate working groups via GovTalk.

E-learning specifications came to be included in the e-GIF as the result of government working closely with external partners. After initial analysis by Becta, the University for Industry (UfI) and the Learning Lab approached the Office of the e-Envoy (OeE) and the Department for Education and Skills (DfES) with a case for including a set of e–learning specifications in the

e-GIF. It was jointly agreed between the e-Envoy's Office and DfES that the e-learning field had reached a maturity where guidance was required for the public sector and industry on the range of stable and evolving specifications being actively deployed.

To support this initiative UfI, Learning Lab and the OeE organised an e-learning industry event in August 2002 in London. During the discussions, key synergies and areas of overlap were achieved and further work to shape the first set of specifications for e-GIF Version 4 was agreed. The expertise of this industry group will continue to be used with proposed e-learning specifications being circulated for revision and comment. The group will constitute an ad hoc Industry Working Group to be consulted when updating the e-GIF.

The OeE and DfES have also established a further structure, the e-Learning Standards Business Stakeholders Group. This represents the interests of the business stakeholder community across the public sector with involvement of devolved administrations and also representation from the British Standards Institution IST/43 Technical Committee and ALT. A key aim of this group is to agree e-learning specifications to be included in the e-GIF with the Industry Working Group. Other goals include: quality assuring the process by which we recognise and agree e-learning specifications; providing leadership to the e-learning community; promulgating the implications of 'mandatory' specifications; mapping the infrastructures used in

the education and training sector; and developing a roadmap for e-learning technology implementation.

The inaugural meeting of the e-Learning Standards Business Stakeholder Group was held in November 2002 with a recent workshop meeting in February 2003. Bill Olivier, Director of CETIS, Phil Long, Senior Strategist, MIT and Ed Walker, CEO, IMS, all gave impressive presentations on developments in the e-learning field. These presentations will shortly be available on the ALT website. The selection and details of the specifications to be included in e-GIF Version 5 agreed by the Business Stakeholders Group were finalised in liaison with key representatives from the Industry Working Group.

Since the summer of 2002 real progress has been made in the area of e-learning with the establishment of the two Working Groups, the staging of key meetings and the consultation and agreement of a set of e-learning specifications to be included in Version 5 of the e-GIF. There is much for government and industry to achieve in the future to support e-learning and an important driver for this will be close collaborative working of all the participating and stake-holding organisations.

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News from Members

Janet Hanson, Associate Head of Academic Services, with Rhonda Riachi in the Library & Learning Centre at Bournemouth University. His Royal Highness The Duke of Kent formally opened Bournemouth University's new multi-million pound centre on 21 January, 2003.

www.bournemouth.ac.uk/news_and_events/libraryopening.html

Surviving Copyright, aptly named

HELEN HARWOOD

Surviving Copyright, the most recent ALT workshop, was an excellent opportunity to get to gripes with a difficult topic. The workshop began with a slightly light-hearted exercise to establish what might be covered by copyright. It was a surprise to find out just how much of what we do might be covered by copyright and proved the workshop was aptly named! Paul Russell of the Peninsula Medical School said, "Copyright...is a minefield, but with smaller mines than I feared and possible to navigate through. I just needed the map...provided verbally...to boost my confidence."

Andy Turner of Reading College decided to attend because he is frequently asked about copyright issues by lecturing staff and wanted to be able to give more informed answers. Andy also has a particular interest in copyright as it relates to digital images and online resources.

Richard McCracken

Andy found the day very useful. "Considering what a dry topic this could have been, the day was surprisingly enjoyable, as well as informative", he said. The workshop was a reminder of the need to, as Paul Way-Rider of Oxford Brookes University put it, "...judge any item requiring clearance on an individual basis."

One slide presented by Richard McCracken showed a flow-chart of questions to consider when deciding whether to make use of a copyright work. Andy Turner plans to make use of this, "suitably amended and attributed", and it will shortly be appearing on Reading College's staff Intranet.

For more information on copyright, please visit:

UK Intellectual Property Portal:
www.intellectual-property.gov.uk/

JISC legal information service:
www.jisc.ac.uk/legal/

Infonomics (US site discussing the economics of copyright and IP):
www.infonomics.nl/ipr/index.php

UK Patent Office (central information point for UK intellectual property):
www.patent.gov.uk/

Helen Harwood *hharwood@brookes.ac.uk*

Seb's review

Here as promised is an "end of February snapshot" of my work for ALT since I took up my half-time post on 1/1/2003.

Corporates - initiated dialogue with several potential corporate members, including the Scottish University for Industry, UkEU, Eduserve, HP, NATFHE, AUT.

ALT Research and Policy Executive (RPX) - attended the February meeting of ALT's RPX: supporting RPX forms a significant proportion of my work, in particular, organising ALT's Research and Policy Board, scheduled for 8/7/2003, and producing new policy documents concerning the "place" of learning technology and learning technologists in UK education.

Office of the e-Envoy - represented ALT on the E-learning Business Standards Stakeholder group convened by the Cabinet Office. See *www.alt.ac.uk/egif/* for three presentations which were made to the February Stakeholder group meeting.

ALT Web site - made various background improvements to the current site and, with Rosemary Phillimore, worked on the design standards, navigation structure, and look and feel of the planned new site. The revised site is likely to go live between June and July 2003, but we will shortly be posting some images on the ALT site showing how the revised site will look.

LSC/DfES Joint Implementation Group (JIG) - wrote a "bullet-point" paper from ALT for the March meeting of the JIG, which is steering the spending of well over £50m of Government spending on ICT in the FE and Adult and Community Learning Sectors. A copy can be downloaded here: *www.alt.ac.uk/des/.*

If you need to contact me, my email address is *sschmoller@brookes.ac.uk.*

Seb Schmoller
Executive Secretary

Director's corner

Happy Birthday, ALT!

ALT is ten years old on 5 April; the launch of ALT was held at CAL93 in York. In that time we have published 40 issues of ALT-N, 10 volumes of ALT-J and numerous other publications, held 9 successful ALT-Cs and more workshops and other events than I can count. Many members have helped ALT to achieve all this over the years; a big thank you to all of you! If you can persuade more colleagues and organisations to join, we can double our efforts and (who knows?) still be here to serve you in another ten years' time...

Two publications are planned to mark our tenth birthday year: a round-up of the best and worst of learning technology, to be edited by Rosemary Phillimore and Tom Franklin; and a book focussing on the changes in institutional implementation of learning technology over the past ten years, to be edited by Jane Seale. There will also be a special issue of ALT-N in July, and a donation to an educational charity will be made at ALT-C 2003. If you would like to contribute to the "best and worst of LT" please email Tom Franklin *(good.and.bad@ltsn.freeserve.co.uk).* If your organisation would like to sponsor any of the tenth anniversary activities, please email Helen Harwood *(hharwood@brookes.ac.uk).*

Netherlands exchange

As we go to press, 40 members of ALT are packing their bags for the week-long exchange visit to the Netherlands. Findings from the trip and from the one-day conference, Making Connections, will be published later in the year,

thanks to sponsorship from the Department for Education and Skills.

ALT-C 2003 takes shape...

The deadline for proposals has now passed. Over 200 proposals were received, and nearly a quarter of these were full research papers. Registration details will be on the web site shortly. See the back page for more details or go to *www.shef.ac.uk/alt*

...and ALT-C 2004 is on the horizon

Plans are already being made for next year's conference, 14-16 September 2004. We have chosen Exeter University as the venue, which has a beautiful campus near the city centre and lots of en suite accommodation. The Programme Committee will be chaired by Prof Grainne Conole (University of Southampton). Watch this space for more details.

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The RDN Virtual Training Suite: a simple, off-the-shelf solution for improving students' information literacy

EMMA PLACE
PAUL SMITH
ALLISON LITTLEJOHN

The UK government has recognised for some time that, in order to maximise their learning potential, it is essential students acquire effective Internet information literacy skills. Internet information literacy is the "ability to locate, manage, critically evaluate, and use information for problem solving, research, decision making, and development" (Orr et al, 2001). Many students entering tertiary education simply don't have these skills - they may be able to *locate* online information, but are unsure how to *critically evaluate and use* it. Serious problems begin when students can't manage the huge amounts of information available and start to fall behind in their studies. This can result in a high drop out rate within the first couple of months of going to university. Therefore, the issue is not only linked to key skills, but extends into student retention (Yorke, 1997).

Effective teaching of Internet information literacy skills requires a shift in focus from teaching *how and where* to locate information on the WWW to enabling students to develop *evaluation* and *critical thinking skills* involving the use of this information. However, it's not just about getting students to use information, they must see the *relevance* of this information to their studies.

Therefore the most successful information literacy programmes are those which are integrated within an overall curriculum and have a subject focus (see for example Breivik, 1998; Dewald, 1999).

The RDN Virtual Training Suite is a freely available, national resource offering students Internet training with a subject focus. It comprises more than 50 Web-tutorials, each offering a guide to the best of the Web for a different subject. The tutorials are self-paced, taking around an hour each to complete and include quizzes and exercises. Simple step-by-step instruction is offered, and a "Links Basket" feature enables students to collect their own list of useful Web links as they work through the tutorial. Each tutorial is organised into four main sections:

- **TOUR** – key Web sites for the subject
- **DISCOVER** – how to search the Internet
- **REVIEW and JUDGE** – Web sites to avoid common pitfalls on the Internet
- **REFLECT and PLAN** – to make the most of the Internet for personal study

Subject specialists from more than 50 universities, colleges and museums have written the tutorials, ensuring their relevance to

"Big up peer review!" Legitimising peripheral participation in learning technology research

GEORGE ROBERTS

George Roberts, a new member of the ALT Events Executive, writes about attending the ALT one-day Workshop, "An Introduction to Getting Research Papers Published" at UCL in November 2002.

Lave and Wenger (1991) point out that, "...learners inevitably participate in communities of practitioners and that mastery of knowledge and skill requires newcomers to move towards full participation in the socio-cultural practices of a community." Although I have 15 years experience as a training consultant and course designer and call my field of professional practice, "learning technology", I have only lately come to academic research. However, academic research did not, at first, appear categorically different from those activities in which I had been engaged. Although I was not employed in the public education sector, I subscribed to the importance of being a reflective practitioner and a recent bout of reflection (the Open University MEd) brought me near to producers of academic research. The conventions of academic prose style and the manipulation of critical apparatus (references, notes) were not hard to acquire. However I had a sense of discord and it was

with the view that I signed up for the ALT one-day workshop.

The workshop's stated objective was to provide an overview of good practice tips and hints on getting research and development activities published. It also promised to provide an introduction to the format and structure of research papers including referencing conventions. The three presenters, Grainne Conole, Martin Oliver and Jane Seale are respectively Editor and Deputy Editor of ALT-J and Chair of the ALT Publications Executive.

Readers with academic backgrounds might not then understand my reaction, but when Conole introduced the day, it was like a door I hadn't even been aware of being cracked open. She stated the aim was to provide an understanding of academic publishing and the peer review process. This was a much deeper programme than had

the needs of different subject communities, and their expertise will be used to update and maintain the tutorials as the Internet changes and develops. Funded by the Joint Information Systems Committee (JISC), this resource is now a formal service of the Resource Discovery Network (RDN), the UK's national gateway to Internet resources for higher and further education.

These tutorial resources can be reused and integrated into a variety of institutional activities, such as: student induction programmes; accredited courses; training in study skills/key skills/information and research skills as well as and staff development programmes.

The VTS in your institution

It's easy to link individual tutorials into a Virtual Learning Environment (VLE) or taught course. They create an ideal "e-tivity" for students to do online for homework or in a hands-on session. Lecturers can be encouraged to include this resource in their taught courses through staff development courses and by using the Teachers Pack, which has ideas and resources for using the tutorials in courses

New functions and better access

In October 2002 the tutorials were upgraded to improve functionality and accessibility. We realise that these resources are only of use to the academic community if they are regularly maintained, so we have set up a new editing system which means that RDN staff from across the UK can instantly update tutorial content. Since the Virtual Training Suite has recently become a service of the RDN, the tutorials will be continually kept up-to-date. In addition, we have begun a short develop-

ment project (part of the JISC "Exchange For Learning" programme) which will create new guidelines in how to populate virtual learning environments with these resources as well as how to incorporate the tutorials within accredited curricula. We hope this will encourage extended use of these tutorials and will assist institutions tackle key issues such as information literacy skills and student retention. We would be very pleased to hear from anyone already using or hoping to use the tutorials in their courses or VLEs.

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been promised and went right to the heart of my sense of discord. As Jane Seale put it, "Big up peer review!". Through humour, hands-on analysis of articles and generously provided templates and guides to writing, the effect of the workshop was to reveal to me that academic publishing and peer review represents one nexus of discursive practice. It is socially situated and binds together many communities of practice into a global enterprise (Wenger, 1998) that make up academia. What I had not noticed was the social situation of academic practice in peer review. Academic practice is not, in fact, situated in the production of artefacts such as journal articles although the production of articles is important and published work is one of the primary mediational means appropriated to the discourse of academic practice. Rather, academic practice is situated in communities with mutual engagement, a joint enterprise and a shared repertoire (Wenger, 1998). What the workshop provided was access to the repertoire of learning technology research for the apprentice researcher, legitimising peripheral participation in the joint enterprise thereby facilitating mutual engagement with a community of practice.

Many learning technologists are academics engaged in the process of negotiating a re-alignment of discipline practices. Many, like me, are late comers to academia all

together. Learning technology is, itself, an emerging discipline. Although academic practice may be not *situated* in the production of artefacts such as published articles, the academic apprenticeship is largely acted out *through* the production of such artefacts. Learning technology is an emerging constellation of practices developing its own discourse through which the identity of its practitioners is, in part, formed. This workshop contributed to the creation of a common language and set of definitions and was a step in forming the part of my identity that is a learning technology researcher.

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REVIEW

Conference report: ASCILITE 2002

"Winds of change in the sea of learning, charting the course of digital education" December 2002 UNITEC Auckland New Zealand

CAROL D COOPER

ASCILITE *www.ascilite.org.au/* is the Australasian Society for Computers in Learning in Tertiary Education, the equivalent of ALT. At ASCILITE 2002, there were 3 keynotes, 76 full papers, 31 concise papers, 2 panels and 17 poster abstracts at the conference each with a strong British presence. Inevitably this led to the familiar concurrent sessions - so even if you wanted to attend everything (which if you are interested in the maths, equates to 11 minutes each with an 8 hour day and no breaks), you couldn't.

Diana Laurillard gave the opening keynote and her practical approach set the standard I used as a benchmark for the rest of the conference. Laurillard offered an argument for the development of design tools for academics. Any of us that have had technology fail in the classroom would not disagree that, "teaching was easier when you could carry the printed list of your student group ... into your class, and distribute a photocopied diagram to support your lecture". Digital education does not come with guarantees and what we need, Laurillard argued, are open standards and an e-learning architecture for easy interoperability. Standardisation need not equate to constraints. We all know how a textbook works and standardisation with such things as contents pages, chapters, paragraphs etc has lead to an effective design used by millions. These design tools need to be simple enough to put teachers in control rather than software designers, just as authors control the form of a book.

There were a number of presentations on major projects including the RDN Virtual Training Suite (see article on p4) which surprisingly was written with CALNet editing software [*www.webecon.bris.ac.uk/calnet/*], an excellent, free resource I use for generating quizzes. Visually sophisticated projects were there too with the "Virtual Dental Clinic" from Mike Keppel et al, University of Melbourne, and "123 Count with me", which helps K2 teachers introduce basic mathematical thinking to groups of students, from John Hedberg, University of Wollongong, Australia. Since these projects provide one off solutions and would require intensive reprogramming to be used with other content, they are miles away from Lauillard's vision of customisable resources. Added to which they cost more than most faculty members can dream of.

Peter Looms from the Danish Broadcasting Corporation gave an interesting 2nd keynote, pointing to the changing media consumption patterns amongst young people in the last decade. Games such as FIFA football manager enable learning by stealth as youngsters learn the principles of backup, increase geographical knowledge and search stock market prices in newspapers.

> "Games such as FIFA football manager enable learning by stealth as youngsters learn the principles of backup, increase geographical knowledge and search stock market prices in newspapers."

Use of ICT outside of school is increasing and this is playing a part in acquisition of creative ICT skills. The challenge I see will not only be for staff to keep up with an increasingly ICT sophisticated student, but to learn how to leverage students previous learning into their own discipline.

One of the recurring themes at the conference was the need for better communication between subject matter experts, graphic designers, programmers, instructional designers and anyone else involved in producing digital content. One technique used by some is visual/mind mapping. I haven't been a fan of this technique previously but if it helps to ensure that you are all walking the same path then so much the better. So one action plan I took away was to explore the various concept mapping software around.

An invited paper, Rob Sims et al, Deakin University and University of Sydney, Australia, gave an analysis of the trends in ASCILITE conference papers over its 20-year history. Papers have increasingly been referenced (at this conference all the papers were referenced), and single author papers are steadily been replaced by collaborative, double, triple or multiple authors. Whilst papers continue to be focused on computers, there is an increasing trend to also consider pedagogy. What the paper didn't tell us which would have been interesting was the shift in content emphasis.

The closing keynote was an extremely entertaining contribution from Thomas Reeves, University of Georgia, USA. Reeves humorously took us through his five unresolved challenges:

1) faculty workload in online teaching - the 24 hour professor,
2) the continued dominance of traditional pedagogy in digital education - even if staff adopt new technologies they don't necessarily adopt new pedagogies,
3) the weak state of assessment of learning outcomes - the difficulties of measuring higher order thinking,
4) flaws in the accreditation process - accreditation is costly and does not deal substantively with issues of quality, and
5) the disappointing state of research in the area - publish or be dammed.

This was my first ASCILITE conference and no doubt won't be my last. Quotations are taken from the conference proceedings which can be found online at: *www.unitec.ac.nz/ascilite/proceedings/programme.html*

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ALT and respectability: how far ahead?

GABRIEL JACOBS

Ten years ago a handful of enthusiasts who were about to found ALT spent a day at the University of York discussing the nature and aims of the future association.

We were unanimous about two things. First, we agreed that the acronym ALT was good: the abbreviation led naturally to expressions such as ALT-N, ALT-J and ALT-C, in common usage within the many computer applications which at the time relied on keystroke combinations. Second, and more importantly, we wanted to promote research and good practice in the use of learning technologies (hence the sub-heading which still appears on the cover of ALT J). We were only too aware of the numerous barriers which lay before us. Not least formidable of these were a variety of hardware standards, a paucity of appropriate, reliable software, and a marked lack of commitment to learning technologies on the part of the administrative eminences who led our various institutions.

As things turned out, some of the obstacles were soon to be blown away. True, the various Government-funded initiatives of the 1990s, intended to boost the production and use of educational software, were not as fruitful as some of us had optimistically anticipated. However, with de facto hardware standards having become firmly established, with the advent of mass online access for students via the Internet and local networks, with new, flexible learning environments allowing academics to tailor course content, and with much lobbying of senior management, many of our initial concerns have all but dissipated. As Graínne Conole has recently shown in her review of learning-technology developments over the last few years (*ALT-J*, 10, 3, 4-18), there has been gratifying progress in the breadth and depth of the practice as well as in official attitudes towards it. There can be no denying that ALT HAS played its part in achieving that progress.

In her article Graínne Conole also makes out a convincing case for progress made in research into learning technology, rightly pointing out that the last few years have seen the publication of some excellent books and papers devoted to the subject. Yet beyond the boundaries of the subject-area, which for convenience we can call Education, the lack of recognition of such research as an acceptable activity for academics remains an obstacle as stubbornly entrenched as it was in 1993. From the very beginning, in articles and in *ALT-J* editorials which I used to write as Editor of the journal, I bemoaned the fact that those who researched into innovative teaching practices in their disciplines received little or no credit for their investigations from their research councils, their RAE assessors or their peers.

Research is supposed to inform teaching and vice versa, but when it comes to research into teaching one's subject, that is plainly not the way things are. There are understandable reasons for this. Since the 1970s we have witnessed a steady rise in the age-participation rate of students, and common sense dictates

> "Research is supposed to inform teaching and vice versa, but when it comes to research into teaching one's subject, that is plainly not the way things are."

that as this rate rises, so standards inevitably fall. Beyond the obvious acknowledgment that statistics can serve merely as somewhat fickle pointers to the truth, that public-examination results do not always accurately predict future performance, and that many educational problems relate to social disadvantage which can perhaps be counteracted by worthy efforts to widen participation. It is nevertheless patent that if you are in the top intellectual 5 or 10 per cent of your generation, you are more likely to be able to cope with a higher intellectual level than if you find yourself lower than the top of the top 40 (soon, 50) per cent. I am not (necessarily) hinting here at supporting a return to an elitist approach to higher education. It is undeniable, however, that with increasing numbers of less academically prepared (not to say less academically able) students, the gap between research and teaching in many disciplines within many institutions has relentlessly widened over the last decade. In certain cases this is to the point at which the subject-specific research carried out hardly bears any relation at all to what is taught to students.

Assuming no change – or worse – for the foreseeable future, it seems to me that recognizing research into the teaching of a discipline *as part of that discipline* is a step, albeit a small one, towards re-connecting teaching with a research culture. I therefore think ALT should put some of its future energy into a campaign to see the reconnection established. But I have to say that I foresee a very long haul. I would bet that, if I am still alive, I will still be whinging about this a decade from now. The Government's plans for elite universities into which the lion's share of research funding will be pumped can only intensify the need to focus research on narrow targets, targets which will naturally exclude rigorous investigations into using modern technologies to improve student learning.

It has to be emphasized that, beyond a few ineffective nods, we have seen no real movement during ALT's existence towards having such investigations recognized as valid within disciplines. Those interested in undertaking them have consequently had little or no incentive actually to do so other than that of their own goodwill and enthusiasm, and who can blame them for putting their efforts into shooting between the designated goalposts? The casualty is a good deal of potential research into the best use of learning technologies which could be carried out by active researchers working at the forefronts of their different disciplines, the effect of which could surely only be, at worst, to make them think more about their teaching.

In all, then, if the rules of the game were to be changed, the undoubtedly high quality of the research we currently see into the use of learning technologies could be that much more widespread, thus enhancing ALT's reputation. But, as I say...

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EVENTS

ALT Workshops

Peer-to-Peer and eLearning
Bolton Institute of Higher Education

21 May 2003

£80 (ALT members) £130 (non-members)

The first half of this workshop will explore the background to and ideas behind the p2p (peer-to-peer) paradigm as well as review some p2p systems. The second half will be a hands-on session using Colloquia, including a demonstration of how it has been successfully used to deliver the first year of a fully online distance degree course. Colloquia is a peer-to-peer (p2p) learning environment that offers a radical alternative to the Web-server/dumb browser model. Its development was funded by JISC, and it remains available free of charge.

Presenters: Oleg Liber, Bill Olivier, Sarah Holyfield

Booking deadline: 7 May 2003

How do we manage online learners and learning?
UMIST, Manchester

10 June 2003

£80 (ALT members) £130 (non-members)

This workshop is intended for both teaching/academic and non-academic staff who are developing e-learning provision and want to consider the issues and processes. Sessions will be based on discussion and activities, giving opportunities to explore the topic and share good practice.

Presenters: Wendy David and Ben Plumpton

Booking deadline: 27 May 2003

For booking forms and more information please visit *www.alt.ac.uk/workshops.asp* or email *alt@brookes.ac.uk*

Using XML for effective eLearning development
Rewley House, University of Oxford

1 July 2003

£80 (ALT members) £130 (non-members)

The aim of this workshop is to show how XML and related technologies can be used in the production of consistent, high quality learning materials that meet international standards such as SCORM and IMS. Various challenges in content production will be explored, along with suggestions as to how they can be met using XML within a well-defined workflow. Case studies will be used to demonstrate real production use of the technologies to create a flexible development process.

Booking deadline: 17 June 2003

Other Events

Learning Lab 3rd Annual Conference & Exhibition
Telford International Centre

24-25 June 2003

This event aims to answer 'how' and 'why' technology enhances the learning experience and to provide an informed understanding of its advantages and disadvantages.

Competitively priced, and with free access to the exhibition, the conference has a reduced rate for public and voluntary sector delegates.

For further information visit the Learning Lab web site at *www.learninglab.org.uk*

or phone Liz Fleetham on (01902) 323932 for a leaflet and booking form.

ALT-C 2003: Communities of practice

Tenth anniversary conference
8-10 September 2003 *Sheffield, UK www.shef.ac.uk/alt/*

Keynote speakers:
Bob Fryer (Chief Executive Designate, the NHS University)
Baroness Cathy Ashton (Parliamentary Under Secretary of State, with responsibility for ICT)
Shirley Alexander (Director, Institute for Interactive Media and Learning, University of Technology Sydney)

Registration fees
Full conference fee includes: conference programme, conference pack, research proceedings, refreshments, catering, and the full social programme, including conference dinner in the Cutlers' Hall on Tuesday night.

Before 30 June ALT, ASCILITE & SURF Members: £290 Non-members: £345
After 30 June ALT, ASCILITE & SURF Members: £345 Non-members: £385
Day rate (members & non-members) £150

www.shef.ac.uk/alt/