



Society of College,  
National and University  
Libraries

# **e-Learning Taskforce**

**Final Report**

**May 2005**

## **SCONUL e-Learning Taskforce**

### **Final Report**

#### **Executive Summary**

This report from the e-Learning Taskforce aims to identify and assess e-Learning issues for SCONUL, focusing on the learner and learning rather than the technologies in a rapidly changing environment. It provides a contextual overview, considers a definition of e-Learning for SCONUL and a vision, and concludes with concrete recommendations for action.

Above all, the evolution of learning and teaching – and libraries role to influence and develop this – must be at the heart of SCONUL's strategic focus as it is fundamental to the future of higher education. SCONUL must shape and influence this changing learning and teaching environment, of which e-Learning plays an important (but not overwhelming) part.

The SCONUL Executive Board are asked to consider the report and particularly the recommendations and their underpinning rationale.

#### **Sue Roberts, on behalf of the SCONUL e-Learning Taskforce**

##### **SCONUL E-Learning Taskforce Membership:**

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## 1. Introduction

1.1 E-Learning has been a part of the SCONUL agenda for several years, reflected in the work of different Advisory Committees and in the topics covered at conferences and staff development events (for example the joint SCONUL/UCISA event in 2004). During 2003-2004 the significance of e-Learning as a strategic issue shifted considerably as a result of several factors. These drivers included:

- Recognition of e-Learning as a feature in SCONUL strategic planning discussions
- National drivers to develop e-Learning strategies by HEFCE<sup>1</sup> and the DfES<sup>2</sup>; other national developments and work including the JISC funding for initiatives to support e-Learning, and the publication of guides which encompassed or focused upon the roles of libraries and learning support<sup>3</sup>
- Recognition of the role of libraries in e-Learning and also the impact of e-Learning on libraries
- Developments at a local level leading to the need for libraries and librarians to be proactively involved in e-Learning in their own institutions

1.2 It was felt at Executive Board that SCONUL needed to develop a position and strategy in relation to e-Learning as this was currently unclear and fragmented. This would also enable directed and strategic partnership and advocacy. Consequently, a small, time-limited group was established to consider SCONUL's future approach to 'e-pedagogy.' This group recommended that a new SCONUL group be established with a focus on e-Learning which would be a temporary taskforce in the first instance. The e-Learning Taskforce was established in 2004 with a 12 month period to explore the issues and report back to the Executive Board with recommendations.

1.3 The aims of the E-Learning Taskforce were to:

- Develop a position statement for SCONUL on e-Learning
- Develop key strategic objectives for SCONUL in this area
- Assess how e-Learning (in its varied component parts) is currently addressed by existing SCONUL committees
- Co-ordinate cross-SCONUL work on e-Learning, suggesting how existing structures could adapt (eg. working with ACIL on e-literacy development)
- Suggest how SCONUL could approach future responses to national e-Learning initiatives and strategies.

## 2. SCONUL's Strategic Context

2.1 The Taskforce has been cognisant of SCONUL's strategic context as this must inform the development of a holistic approach to e-Learning. In particular, the Taskforce has considered:

**The SCONUL Vision:** the planning assumptions articulated in the vision have all been considered and are viewed by the Taskforce as interlinking with the e-Learning agenda, for example flexible uses of spaces (the physical and the virtual) and collaboration with a range of stakeholders. The Taskforce has developed a vision for e-Learning and hopes that this is complementary to the wider SCONUL vision.

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<sup>1</sup> Higher Education Funding Council for England. *Strategy for e-Learning, 2005.*

<sup>2</sup> Department for Education and Skills. *Towards a Unified E-Learning Strategy (draft).* London: DfES, 2004

<sup>3</sup> Learning Teaching Support Network. *LTSN Generic Centre e-Learning Series.* York: LTSN, 2003. SCONUL. *Information Support for e-Learning: principles and practice.* Revised edition May 2004.

**SCONUL Aims and Strategy:** SCONUL's aims and the strategy to achieve these aims have also been considered. The Taskforce has been very conscious of the need for its recommendations to be aligned with these aims, particularly in light of the renewed focus on influencing policy makers, advocacy and collaboration.

**Review of Advisory Committees:** The work of the Taskforce has occurred in parallel with the review of the Advisory Committee structure. The Taskforce has been aware of this, has been provided with updates from the Executive Board, and has membership drawn from three Advisory Committees. There have also been useful discussions with members from the Advisory Committee on Staffing. However, the Taskforce has not been influenced by the current work of the Advisory Committees, as it has taken the view that any recommendations must be based on the priorities for action for the future irrespective of established mechanisms.

**SCONUL Top concerns survey:** The Taskforce has also reviewed the members' top concerns report. The wide range of issues raised under the 'E-resources, e-Learning and e-environment' theme were reflected in discussions and clearly reinforce the importance of considering SCONUL's strategy around the e-Learning agenda.

**Partnership and collaboration:** SCONUL is entering a new phase of collaborative partnerships, with CILIP, ALT and UCISA and hopefully other bodies such as JISC. Some of these are in the context of e-Learning; as a consequence, SCONUL must have a well-defined strategy and position. The Taskforce's work aims to provide SCONUL with such a foundation to maximise the potential of such partnerships.

### **3. e-Learning – A complex environment**

3.1 This section briefly provides an overview of the historical context for e-Learning and particularly for libraries and their involvement. It does not aim to cover every aspect of this very complex area and whilst the emphasis is firmly upon learning it is also recognised that e-research and general e-infrastructure issues have accelerated during the twenty-first century.

#### *The political context*

3.2 E-Learning is very clearly on the political agenda for universities in the UK, indicated by the draft national e-Learning strategies published in 2003. But why is e-Learning viewed by government as so key to the future of higher education and to lifelong learning?:

'[it] is important because people are finding that e-Learning can make a significant difference: to how quickly they master a skill; how easy it is to study; and, of course, how much they enjoy learning. It is important because it can contribute to all the Government's objectives for education – to raising standards; improving quality; removing barriers to learning and participation in learning; preparing for employment; upskilling in the workplace; and ultimately, ensuring that every learner achieves their full potential.'<sup>4</sup>

HEFCE's recently published *Strategy for e-learning* (2005) emphasises how learner expectations are driving the learning and teaching agenda in this context and focuses upon embedding e-Learning across HE in diverse ways in order to expand possibilities. One measure of success will be when "ICT is commonly accepted into all aspects of the student experience."

Such national emphasis is also reflected in local developments with many HEIs developing e-Learning strategies, adopting an institutional Virtual Learning Environment (VLE), and

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<sup>4</sup> Department for Education and Skills. *Towards a Unified E-Learning Strategy* (draft). London: DfES, 2004: p4.

establishing E-Learning Development Units or teams with the associated growth of learning technologist roles. The commitment to e-Learning within the UK HE sector is evidenced in two reports commissioned by UCISA (Universities and Colleges Information Systems Association); the first documents the rise of the use of VLEs in 2000 and 2001, whilst the second continuation report in 2003 observes that “The overall picture is one of evolutionary consolidation. Centralisation is increasing of matters considered strategic.”<sup>5</sup> This image of e-Learning as a force for change is reinforced by Jenkins and Hanson, as “[it] will require change at all levels of an institution and for all categories of staff.”<sup>6</sup> As the DfES and HEFCE strategies also highlight, e-Learning is a major imperative outside HE and a key governmental thrust is to provide a joined up approach that will see learners moving seamlessly across institutional boundaries throughout their lifelong learning. Consequently, it is clear that technological developments have impacted considerably upon the HE learning environment. However, it would be overly simplistic to take a purely technologically deterministic view of change. The e-Learning imperative must also be couched in the context of the rising profile of learning and teaching generally. The recently awarded CETLs<sup>7</sup> reflect HEFCE’s vision to recognise, celebrate and promote excellence in learning and teaching; significantly, around 12 of the CETLs are directly concerned with the pedagogy of e-Learning.

#### *Impact of e-Learning on library and information services*

3.3 Library and information services are increasingly involved in e-Learning at various levels, for example in the discovery and embedding of electronic resources, the design of materials, e-support and e-tutoring. Allen suggests that “E-Learning is becoming an increasingly important approach to user education, information literacy and also staff development,”<sup>8</sup> a view that is evidenced in the development of online information literacy tutorials and models. There are growing case studies of library and information services involvement in e-Learning projects, particularly in relation to electronic resources and supporting learners online<sup>9</sup> and the HEFCE E-Learning draft strategy acknowledged that “these technologies are also bringing about new approaches in research, libraries and resources, and administration.”<sup>10</sup> In addition, the published strategy reflects (albeit in an arguably limited way) the role of libraries in e-Learning, with one action being “The academy and JISC, with appropriate partners, to look at staff development in the emerging role of the librarian assisting learners and teachers and supporting deliver.” The historical background with regard to the development of services for distance and more flexible learning is effectively explored in the SCONUL guide to e-Learning principles and practice, highlighting how libraries have been “exploiting the new technologies to reinforce their existing provision.”<sup>11</sup>

3.4 New organisational models are also providing new opportunities. Whilst no two HEIs will have exactly the same models of convergence, there are examples of broadly based ‘Information Services’ or ‘Learning Services’ which have incorporated e-Learning development teams. Where this isn’t the case, library and information services’ staff are

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<sup>5</sup> Universities and Colleges Information Systems Association (UCISA) (2003). VLE Surveys - A longitudinal perspective between March 2001 and March 2003 for Higher Education in the United Kingdom. URL [http://www.ucisa.ac.uk/groups/tlig/vle/index\\_html](http://www.ucisa.ac.uk/groups/tlig/vle/index_html) p.3

<sup>6</sup> Jenkins, M. and Hanson, J *A Guide for Senior Managers*. LTSN Generic Centre e-Learning Series No 1. York: Learning Teaching Support Network (LTSN), 2003: p11

<sup>7</sup> Higher Education Funding Council for England, Centres for Excellence in Teaching and Learning, March 2005.

<sup>8</sup> Allen, B. *E-Learning and Teaching in Library and Information Services*. London: Facet Publishing, 2002: p1

<sup>9</sup> For example, Currier, S. *INSPIRAL: Final report*. 2002. URL <http://www.inspiral.cdfr.strath.ac.uk/>

<sup>10</sup> Higher Education Funding Council for England. *Draft E-Learning Strategy consultation summary*, 2004.

<sup>11</sup> SCONUL. *Information Support for e-Learning: principles and practice*. Revised edition May 2004

increasingly working in collaboration with staff from other services such as Educational Development Units to provide support, resources and frameworks for e-Learning developments. Many authors and practitioners see e-Learning as a great opportunity to develop new partnerships, to inform strategic direction, to influence, and to reposition library and information services. There is, however, the perceived threat that library and information services can be and will be bypassed in e-Learning developments, for in the e-Learning environment 'many of the established mechanisms that were once in place to support teaching and learning have been compromised, or overlooked...In many instances this has included the library.'<sup>12</sup> This is compounded by the evaluations of the use of electronic information services (JUSTEIS, EDNER and JUBILEE) which show a tendency for students and staff to use search engines such as Google and for library provided e-resources to be under utilised and not fully integrated into learning and teaching. This rather pessimistic view can be balanced against the evident growth of e-resources and e-services for flexible learning and the increasing role of library and information services staff in learning and teaching. To conclude, this review of the context demonstrates how learning and teaching in HE is evolving (and with the advent of variable fees in 2006 the future is even more uncertain); learning technologies and e-Learning have a central role in this evolution.

After many years of Librarians working hard to build working relationships with academic colleagues, e-Learning offers the potential to engage as true partners in learning and teaching and in some instances to take the lead.

#### **4. E-Learning Definitions**

4.1 The Taskforce discussed in detail the varying definitions around e-Learning, agreeing that SCONUL should adopt an existing definition to provide a valuable umbrella for its work rather than creating a new definition. It was also felt that a wide ranging definition would usefully encompass the range of activities and issues associated with e-Learning and libraries. Consequently, the Taskforce recommend the following:

***E-Learning is learning facilitated and supported through the use of information and communication technologies.*** (LTSN Generic Centre)

4.2 This definition must be positioned in the context of the concept of '**blended learning**' which provides a spectrum along which different models can be placed. The term 'blended learning' is often used to describe learning which uses information and communication technologies among other media and methods. In reality, this would accurately describe the majority of e-Learning courses in UK HE as e-Learning complements more traditional methods of learning and teaching. Above all, the SCONUL-supported definition is one which is '**process**' focused, with the emphasis on learning, and not 'tool' focused with the emphasis on technology. SCONUL must challenge the use of VLEs as synonymous with e-Learning. SCONUL will support and encourage e-Learning which seeks to enrich the students' learning experience and discourage its use as a cut-price and low quality alternative to traditional methods.

#### **5. SCONUL: A Vision for e-Learning**

5.1 The Taskforce considered in detail where they would like SCONUL to be in relation to e-Learning; such visioning then enabled the group to develop considerations for action. The following vision statement is recommended for adoption by SCONUL:

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<sup>12</sup> Fletcher, J. and Stewart, D. The Library: an active partner in online learning and teaching. AARL, September, 2001, pp.213-21: p213.

## ***SCONUL will aim to enrich the learning experience through the development and embedding of e-Learning***

This vision has been unpacked further, in an attempt to convey where SCONUL must position itself, and to capture the future potential that energised the group:

- SCONUL will be a key organisation whom others consult on (e-)learning issues, providing leadership for other groups, and working in partnership to provide direction, to influence and to develop strategy.
- SCONUL will need to have a clear and distinct voice on e-Learning and must influence the agenda at national levels.
- Given the complexity of e-Learning, SCONUL will need to think strategically and flexibly, linking e-Learning issues to other imperatives, for example the access agenda.
- The contribution by libraries and librarians can enrich the e-Learning experience so what it looks and feels like to be a learner will be at the heart of SCONUL work.
- Direction and support will be provided to members in this area, particularly through research, impact studies, landscape studies, advice, guidelines and support materials.
- SCONUL will have a clear position and strategies on professional development and new roles in relation to e-Learning.
  
- Embedding of e-Learning will be across SCONUL work and groups.

Note: The Taskforce accept that, given the current context and profile of e-Learning within UK HE, it must be considered separately. However, in time, e-Learning should become thoroughly embedded and mainstreamed within education, library and information services and, therefore, across SCONUL activities.

### **6. Key issues for consideration**

6.1 E-Learning and its implication for libraries, as previously highlighted, is a complex and rapidly changing area. It should not be viewed in isolation from the general learning and teaching context. However, in order to facilitate the exploration of the key issues, the Taskforce decided to disaggregate the different elements of e-Learning, particularly from a library perspective. The consequent 'e-Learning areas' were debated in relation to Considerations, SCONUL action required, Other Groups' involvement, and Questions to ask/Research to undertake. The complete framework is included in **Appendix A**. This will be further explored with a wider SCONUL membership at the forthcoming SCONUL Annual Conference in April 2005. This work underpins the following key issues for consideration. Each of these has been formulated with the aim of a SCONUL intervention to deliver benefits at a strategic level.

#### **6.2 Generic considerations arising from the work of the taskforce**

##### ***6.2.1 SCONUL should adopt a definition of e-Learning, in keeping with other bodies. See section 4.***

Benefit: This will provide a focus and a point of reference for future consultations and collaborative working.

**6.2.2 SCONUL should seek partnerships and collaborative approaches in the area of e-Learning**, particularly with ALT, UCISA, JISC and CILIP. This should not be limited to the UK as global partnerships and best practice would be desirable (eg. ALR, CAUL)

Benefit: To avoid focusing on work which other bodies are better placed to deliver on eg. digital library; to maximise advocacy and influence; to explore potential for funding bids, joint research.

**6.2.3 The joint UCISA/SCONUL/ALT Group should begin to address several of the considerations and associated recommendations, formulating action as appropriate.**

Benefit: This recognises that e-Learning is in many respects a collaborative venture, with overlapping agendas and responsibilities. Strategies developed in collaboration will have greater influence and reflect unified thinking and strategy.

**6.2.3 SCONUL events in 2005 should reflect the strategic importance of e-Learning**, highlighting the work of the Taskforce and SCONUL's strategic direction, and also reflecting the significance of e-Learning to the wider membership. For example via conferences and *Focus*.

Benefit: Promote this new strategic approach to e-Learning within SCONUL; further inform it through debate with members; support members in their areas of concern.

### **6.3 Specific considerations drawn from the Key Areas Table**

Many of the key areas explored are relevant in generic learning and teaching terms; the broad e-Learning perspective has raised considerations that are wider than perhaps initially expected. The numerical reference refers to the detailed E-Learning Areas table in **Appendix A**. The Taskforce has attempted to suggest ways in which the issues could be embedded within SCONUL structures; however, this has not always been possible. The debate and considerations must be placed within the context of the wider SCONUL review of Advisory Committees, and as such there is an element of uncertainty.

#### **6.3.1 Learners' skills/ 'e-literacy' and information literacy [1] and Learner Support for e-Learning [2]**

The role of libraries in skills development should be a priority for SCONUL advocacy. SCONUL work on information literacy should be used as a foundation for this and for collaborative work with other agencies on the broader skills agenda for the e-environment. SCONUL needs a position statement on learning and teaching, and learner support. SCONUL to work with the LTSN on updating existing guidance materials. Work of SCONUL/ LIRG Impact Studies to be disseminated more widely. Discussion with ACIL to expand the remit of the group to possibly take on the wider skills agenda, whilst acknowledging that information literacy is distinct from 'e-literacy' and key to SCONUL's work.

#### **6.3.2 E-Learning infrastructure [3, 4]**

The majority of this work should be undertaken by the JISC, therefore SCONUL has a key role to play in influencing, advocacy and collaboration. Expertise in relation to rights management could be developed by the SCONUL Secretary as being complementary to his existing expertise. SCONUL has a role in raising awareness of this agenda and must further consider its role in the development of the digital library.

### **6.3.3 Skills and roles of staff [5] and working with other professionals [6]**

Re-focused ACoS to encompass areas in relation to this particularly in relation to role development.

Issues to be explored by joint SCONUL/UCISA/ALT group.

SCONUL statistics need to be reviewed to take into consideration changing workforce (and in light of new Pay framework).

Taskforce and ACoS to produce guide on staff skills for e-Learning (arising out of Training Together 8).

### **6.3.4 Partnerships and Spheres of Influence [7]**

This is a key SCONUL priority and is pertinent in relation to e-Learning.

Key groups have been identified and are included in the Key Areas Table; these should be incorporated into wider SCONUL mapping activity.

### **6.3.5 Research [8]**

SCONUL could commission (in partnership) research in this area which would be useful to members and influence decision-makers. There is a need to identify in more detail possible areas for research (some initial questions are included in the Key Areas Table).

SCONUL/ LIRG Impact Studies to be maximised; lessons need to be learnt from the projects that have already been undertaken. The Taskforce also propose that any third phase focuses directly on the impact of libraries on e-Learning.

### **6.3.6 Quality [11]**

If SCONUL continues with a 'Quality' group, it should consider the issues related to e-Learning, particularly with regard to the QAA Code of Practice for flexible and distributed learning.

### **6.3.7 Learning Spaces [12]**

SCONUL Advisory Committee on Buildings to refocus to encompass learning, teaching and research spaces especially in relation to flexibility and new technologies. This would reflect national trends and interests, for example the JISC Learning Spaces Project at Birmingham University.

## **7. Conclusions**

7.1 The E-Learning Taskforce has worked extremely hard to explore the e-Learning and libraries agenda and to raise strategic issues of consideration for SCONUL. This has not been a simple task but it has been approached with enthusiasm and a wide range of knowledge and expertise. This is a rapidly changing environment and SCONUL needs to be up-to-date and able to respond quickly, as well as setting its own agenda and strategic direction.

7.2 Where possible, the Taskforce has proposed the embedding of e-Learning issues into existing SCONUL structures, as indicated in 6.3. The ALT/SCONUL/UCISA joint group will also be beneficial for the development of this agenda, although its success is unknown at this point. The SCONUL Executive Board needs to consider these recommendations plus an overarching consideration:

### ***How best can this work be strategically driven, monitored and evaluated in the context of the revised Advisory Committees?***

On balance, given the complexity and strategic nature of the issues and actions identified by the Taskforce, we recommend that SCONUL does establish a group (for a defined period of time) with the following remit:

- To take responsibility for the overview of e-Learning issues, and particularly for those not embedded within the new Advisory Committee structure
- To feed into the ALT/SCONUL/UCISA joint group and monitor this work
- To articulate and promote best practice
- To monitor and evaluate progress arising from the recommendations proposed in this report

## **8. Summary of Recommendations to the Executive Board**

1. SCONUL should establish a focused group to drive this agenda (see 7.) with agreed objectives and outcomes for a specified period of time.
2. SCONUL should adopt the proposed definition of e-Learning (6.2.1)
3. SCONUL should seek partnerships and collaborative approaches in the area of e-Learning, particularly with ALT, UCISA, JISC and CILIP. (6.2.2) This should not be limited to UK partnerships as global partnerships and best practice would be desirable (eg. ALR, CAUL)
4. The joint UCISA/SCONUL/ALT Group should begin to address several of the considerations and associated recommendations, formulating action as appropriate. (6.2.3)
5. SCONUL events in 2005 should reflect the strategic importance of e-Learning. (6.2.3)
6. The role of libraries in skills development should be a priority for SCONUL advocacy. (see detailed recommendations in 6.3.1) ACIL should be asked to consider widening its remit to incorporate the broader skills agenda, whilst acknowledging that information literacy is distinct from 'e-literacy' and key to SCONUL's work.
7. The majority of the E-Learning infrastructure work should be undertaken by the JISC with SCONUL developing closer collaboration and influence. (see detailed recommendations in 6.3.2)
8. The skills and roles of staff and working with other professionals in the context of e-Learning should be priorities for ACoS and for the joint SCONUL/UCISA/ALT group. (see detailed recommendations in 6.3.3)
9. Key groups have been identified in relation to partnership and spheres of influence and are included in the Key Areas Table; these should be incorporated into wider SCONUL mapping activity. (see detailed recommendations in 6.3.4)

10. SCONUL should commission (in partnership) research in the area of e-Learning as well as disseminate the SCONUL/LIRG Impact Studies more widely. (see detailed recommendations in 6.3.5)
11. If SCONUL continues with a 'Quality' group, it should consider the issues related to e-Learning, particularly with regard to the QAA Code of Practice for flexible and distributed learning. (see 6.3.6)
12. SCONUL Advisory Committee on Buildings to refocus to encompass learning, teaching and research spaces especially in relation to flexibility and new technologies. (see 6.3.7)

## Appendix A: E-learning Issues Table

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
1. Learners' skills/ 'e-literacy' and information literacy	<p>We need to map out the different skills and their relationship to one another. SCONUL's role is to provide guidance on these skills and how they interlink; also to provide an advocacy role for the importance of these skills and the library's role in developing them. Case studies would prove helpful.</p> <p>Librarians are taking a more pedagogic role as partners in learning – this a key development agenda for SCONUL.</p> <p>Issue of the e-skills of academic staff.</p> <p><b>Recommendation: Skills overview and advocacy to be a SCONUL priority.</b></p>	<p>Scoping of issues Could be encompassed by ACIL but would need to be wider than information literacy.</p>	<p>CILIP ALT/UCISA/ SCONUL group</p> <p>Plus global sharing of information</p>	<p>How are libraries developing learners' skills fro e-learning?</p> <p>What is distinctive about what librarians bring to this?</p> <p>What is the spectrum of skills?</p>
2. Learner support for e-learning – understanding needs and how we meet them	<p>A significant amount of work has already been done in this area including LTSN E-learning guides and UKEU guide. We need to signpost to these and not reinvent the wheel. We asked questions around 'Are learner needs different from face-to-face learner support?' particularly in relation to blended gradations of e-learning. We concluded by suggesting that the role of staff as e-tutors and e-facilitators is different.</p>	<p>SCONUL needs a statement on learning and teaching, and learner support.</p> <p>Learner support must be a key priority.</p>	<p>LTSN HE Academy LIRG</p>	<p>How is learner support being redefined?</p> <p>Where librarians are acting as e-facilitators what is the impact on their skills and roles?</p>

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
	<p>Learner support will continue to be redefined, for example more streamlining, convergences with Student Services</p> <p><b>Recommendation: Use existing materials as guides and tools. May wish to update them working with LTSN.</b></p> <p><b>Work of SCONUL/ LIRG on Impact Studies could be disseminated to members more widely.</b></p>			
<p>3. E-learning architecture/ environment/ infrastructure</p>	<p>This area is key to the infrastructure for learning development.</p> <p>SCONUL's relationship with JISC is being improved upon and is fundamental to this theme.</p> <p><b>Recommendation: Work is undertaken through JISC, not by a SCONUL group. However, SCONUL needs to consider its role re: digital libraries.</b></p>	<p>SCONUL needs to talk to JISC</p>		<p>Issues to raise with JISC:</p> <p>How can libraries (via SCONUL) work with JISC to promote accessibility and simplicity re: systems integration and VLEs?</p> <p>Content management systems and Library Management Systems – what is the future?</p>
<p>4. Content management – LOR, metadata, standards, rights management</p>	<p>A lot of work has been done on this – we don't want to duplicate but SCONUL must have an influencing role to get bodies such as JISC to address our concerns and needs.</p> <p>Areas for further work – staff roles, content management systems and</p>	<p>Build on Toby's role re: copyright? Awareness across SCONUL is needed in this area.</p>	<p>CETIS TechDis</p>	<p>Do we need a piece of research to pull this together in terms of the current position?</p>

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
	<p>how they work, librarians role in supporting the sharing of reusable content, sharing of practice, senior level briefings, explore what the British Library is doing in this domain.</p> <p>Also, need to keep a watching brief on accessibility (see Mark Brown's 2003 briefing). Our role in relation to the development of an 'inclusive curriculum' not simply accessible systems and resources.</p> <p>Digital preservation and archiving could be a distinct role for libraries but how does SCONUL address this currently?</p> <p><b><i>Recommendation: Brighton Conference workshop on this area. Possible November conference on this or wider e-learning topic. Important role in raising awareness in this field.</i></b></p> <p><b><i>Does this need to be within the remit of an Advisory Committee? To keep a watching brief, to commission research?</i></b></p>			
5. Skills and roles of staff	This was felt to be of particular significance, not simply in relation to staff development but role development, processes, structures, and links to the wider context of	ACoS to take on this area strategically.	Issues to be explored with ALT/SCONUL/UCISA group	How are librarians working with other professionals in e-learning? How is this impacting on learners and on roles?

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
	<p>working with other groups and professional boundary issues. Case studies and sharing practice would be helpful. What is ACoS role in this?</p> <p><b>Recommendation: Staffing focus paramount. Feed into changing ACoS remit</b>  <b>Edition of FOCUS on e-learning. Modernise SCONUL statistics in relation to group descriptions. Produce SCONUL guide on staff skills for e-learning (with ACoS)</b></p>			
<p>6. Work with other professions particularly academics and learning technologists</p>	<p>Great opportunity to develop further partnerships – lots of positive examples. Broader learning and teaching agenda – we need to be actively involved.</p> <p>Case studies and sharing of practice key. Relates to staff roles. See 4. Need to be more knowing of learning technologists and their developing professional identity and bodies. How do they relate to LIS roles? Multi-disciplinary team models emerging – what does this mean?</p> <p>There is also a need for SCONUL to link with LIS academics.</p> <p><b>Recommendation: Joint work with</b></p>	<p>ACoS to take on this area strategically</p>	<p>Issues to be explored with ALT/SCONUL/UCISA group</p> <p>Global partnerships also to explore this – see EDUCAUSE in the US.</p> <p>Plus influence re: HE Academy</p>	

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
	<p><b><i>ALT and UCISA. Joint events with Learning Technologists. Find out more about groups such as Heads of E-Learning.</i></b></p>			
<p>7. Creating partnerships and spheres of influence – institutional, external/national</p>	<p>The key agencies/bodies working in/ interested in e-learning have been identified (see Elizabeth’s paper) – this can be fed into SCONUL’s current mapping of partnerships and influencing strategy. We need to be more knowing and more proactive. We need to commission research (perhaps in partnership) to fill the gaps – we need to prioritise areas for research and identify what we want to know.</p> <p><b><i>Recommendation: Identify key groups to work with and influence as part of SCONUL EB mapping exercise. Identify the key research/ knowledge sharing areas. Commission research.</i></b></p>	<p>Active engagement with groups identified.</p> <p>How will SCONUL respond to e-learning national agendas in future? Via EB? Eg. HEFCE and DfES strategies and developments.</p>	<p>HEFCE DfES</p>	
<p>8. Research/Evidence -landscapes/audit - case studies, good practice</p>	<p>Need to collect what has been done externally, capture what has happened internally and suggest what the research questions could be. Linked to e-measures project. Should aim to challenge the conception of what a ‘library’ is. Impact studies methodology can help</p>		<p>LIRG</p>	<p>Need to do more work on scoping what we might want to commission.</p>

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
	<p>to provide the evidence.</p> <p><b><i>Recommendation: Do we need to work on accessing and/or developing a body of evidence that shows what we do in relation to e-learning and the benefits for learners. This could be done in partnership. Link to SCONUL/ LIRG Impact Studies.</i></b></p>			
9. Structures	<p>Diverse structural models exist. We agreed that structures aren't important but clear vision from the top and clear strategic context are. Libraries need to be a part of this.</p> <p>Sharing information was felt to be key to this.</p>	<p>New structures/plans?</p> <p>Reflect on November conference</p>		
10. Institutional e-learning strategies and L&T strategies	<p>The group asked how SCONUL was addressing learning and teaching more generally and its strategic agenda.</p> <p>Ask how do library and information services fit into institutional strategies? How are institutions responding to QAA Code of Practice for flexible learning and what is our role?</p> <p>Possible case studies on how HEIs have approached strategies, how LIS have supported these etc.</p>	<p>Consider learning and teaching agenda generally.</p>		

Area	Considerations	SCONUL Action required	Other groups	Questions to ask/ research to undertake
11. Quality	QAA new code of practice around flexible and distributed learning. How are SCONUL and libraries influencing this, what role are we playing?	SCONUL to influence QAA view of e-learning.  <b>Recommendation: Quality group to consider this area.</b>		
12. Learning Spaces	Importance of concept of learning spaces (physical and virtual) seen as important. SCONUL should consider libraries and technologies generally e.g. mobile technologies.  <b>Recommendation: Refocus of AC on buildings to encompass learning, teaching and research spaces especially in relation to flexibility and new technologies.</b>	Refocused AC on Learning Spaces (rather than buildings)	JISC (learning spaces project based at Birmingham)	