Loughborough
University

This item was submitted to Loughborough's Institutional Repository by the author and is made available under the following Creative Commons Licence conditions.

For the full text of this licence, please go to: http://creativecommons.org/licenses/by-nc-nd/2.5/

Rights and Rewards in Blended Institutional Repositories Project

Melanie Bates[1], Lizzie Gadd[2], Steve Loddington[3], Sue Manuel[3] & Charles Oppenheim[3]
[1]Engineering Centre for Excellence in Teaching and Learning, Loughborough University, Loughborough, Leics LE11 3TU
[2]University Library, Loughborough University, Loughborough, Leics LE11 3TU
[3]Department of Information Science, Loughborough University, Loughborough, Leics LE11 3TU

Introduction

The Rights and Rewards in Blended Institutional Repositories project is funded by the Joint Information Systems Committee (JISC) under the Digital Repositories Programme. This represents a cooperative venture, at Loughborough University, between the Department of Information Science (DIS), the Engineering Centre for Excellence in Teaching and Learning (engCETL) and the University Library. This two year project which started in summer 2005 aims to establish a blended repository service to meet the teaching and research needs of this institution. It will address the motivational issues facing depositors of teaching materials with a focus on the associated rights and rewards.

Background

Rights and Rewards is a research and development project looking at various issues surrounding the creation of a repository that combines academic research outputs (e.g., journal articles and working papers), and teaching outputs (e.g., lecture presentations and case studies). A repository is a store of digital items that can be tagged with information to facilitate access, searching, management and preservation. Repositories can store anything from a simple text file, an image, multimedia file or a learning object. Institutional Repositories are beginning to be established by a great number of UK institutions. There are currently in the region of 48 UK universities with either a repository in place, a pilot repository or who are investigating repository systems (Jane Harris, 24th January 2006, email to lis-link@jiscmail.ac.uk). The majority of these repositories have been set up to store research output; very few hold teaching material and there has been little exploration into institutional teaching material repositories; hence the need for this project.

Project aims

- To address core motivational issues in attracting contribution of teaching materials to a repository.
- To identify existing workflows and digital lifecycles within both teaching and research communities and from these, to build in support mechanisms for depositors.

- To develop and implement good practice guidelines for both reward schemes and rights solutions within existing pilot repository architectures.
- To recommend future technical developments within current repository architectures and associated standards to support Rights and Rewards fully.
- To recommend good practice to the Higher Education (HE) and Further Education (FE) communities.

To achieve these aims, we will carry out or have carried out the following tasks.

1. Undertake a wide-scale survey of teaching academics and learning specialists to discover what would motivate them to deposit and/or share their teaching and learning materials; what rewards they might respond to; and how they would want their rights protected in a repository environment.
2. Perform a teaching and research repository workflow and lifecycle mapping exercise. This will identify areas in which academics can be supported in the creation, description, licensing and submission of items to a 'blended repository'.
3. Use the outcomes to inform the development or selection of appropriate rights licences.
4. Use the outcomes to inform the development or selection of appropriate reward schemes.
5. Map licences and schemes onto the 'blended repository' workflow exercise.
6. Incorporate chosen rights/rewards solutions into the Loughborough repository service demonstrator.
7. Evaluate the resulting service and make good practice recommendations for wider adoption by the community.

Progress to date – Motivational Survey

Motivational issues have now been investigated through a survey of academics and teaching and learning specialists in the UK HE/FE sector. The survey was completed by 430 participants from 88 different UK HE Institutions. It raised awareness of Institutional Repositories and gathered information on: past, current and future use of, and contribution to, repositories. Views on whether these experiences proved to be positive or negative and what factors might motivate individuals to place their teaching materials into a repository were also sought. The different rights that would need to be protected were also investigated. The detailed results of the survey can be found at: http://rightsandrewards.lboro.ac.uk/index.php?section=21.

Summary of survey results

The majority of participants were accustomed to storing their teaching material within their institution. A Virtual Learning Environment (VLE) was the most popular form of electronic store and a repository was the least.

Participants had different reasons for contributing to repositories, these included altruistic motivation, to improve one's teaching and to benefit students. Their main reasons for not contributing were: not being aware of the existence of any repositories, and not having the time to contribute.

When asked to consider what incentives would encourage contribution, it was clear that financial rewards would be most likely to motivate respondents. These would be in the form of, either being nominated for a salary increment, or a lump sum award.

The majority of participants want a repository that had some form of peer review, which took the form of either comments and ratings from repository users, or subject review. Many participants would choose a national repository as one which they would be happy to contribute to in the future. And subject based repositories were favoured over general ones.

Many participants were sensitive about sharing teaching materials. The majority of respondents wanted to feel that they had some control over their work. This could be achieved by placing certain restrictions and conditions upon access to, and reuse of, their material. The results of the motivational survey have provided information about the levels of access that creators would be happy to allow. The most popular options were for password access to registered users or for open access for anyone. They also showed the range of associated activities, display, print, play, reuse etc., that would be acceptable to those contributing material to a repository. However, a general lack of awareness of copyright issues was evident.

Future workpackages

The current phase of the project looks at academics' workflows in the preparation of their teaching materials. The processes involved and the steps taken to create material are being investigated by interviews with, and observations of, teaching academics. This will help to identify existing practice and the range of stakeholders other than academics that are involved in the process. It will also bring to light the nature of their involvement. This is an important activity as identifying these stakeholders will enable us to establish how crucial their role is in the process of the creation and sharing of material. In this way, we will be able to identify areas where support and assistance will be best placed, as well as the most appropriate way this support can be delivered.

Alongside the workflow mapping exercise, we are investigating digital lifecycles. Here, we will be looking the types of teaching materials academics create, the software packages used and file formats of the associated outputs. The identification of these formats and their lifecycles will determine which ones will be accepted into the test repository, and the tools and specifications needed to support them.

The information gathered from these two exercises, as well as the survey results, will be used in the subsequent stages of the project, when we will

be designing and piloting a rights solution and rewards mechanism scheme.

Much research has already been carried out, by the RoMEO project (2003), on the issues associated with copyright of academics research outputs. The Rights and Rewards project is building on this work and will raise awareness, of creators of teaching material within the HE/FE community, of right licences and the implications of copyright in their work.

Very little investigation into ways of rewarding academics for their contribution to repositories of teaching materials has been undertaken. Therefore, the Rights and Rewards survey report will be the primary evidence base that will determine the design of a rewards mechanism. The most appropriate rights solution and reward mechanism will then be mapped onto the workflows and incorporated into the test repository.

The final workpackage is an evaluation of the project and dissemination of the results. This will include a survey of the repository user interface, focus groups with depositors of material into the repository and discussions with Loughborough's Institutional Repository manager. Good practice guidelines will be written, and workshops held to publicise the project and inform the wider community of its outcomes.

References
Harris, J. 2006. Email: Lis-link@jiscmail.ac.uk, 24 January 2006.

RoMEO Project, 2003.
http://www.lboro.ac.uk/departments/ls/disresearch/romeo/

The Rights and Rewards project website can be found at:
http://rightsandrewards.lboro.ac.uk
and the final survey report and appendices are available at:
http://rightsandrewards.lboro.ac.uk/index.php?section=21