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THE SELECTION AND USE OF LEARNING OBJECTS FOR TEACHING: USER PERSPECTIVES

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Abstract

If learning objects are to become reusable entities, then it is imperative that the debate extends beyond the development of technical infrastructure and standards required to support reusability to include consideration of the applicability of learning objects to the teaching and learning contexts for which they are being developed. This paper reports on research that investigated learning objects from the perspective of the user. It provides a snapshot of the conditions and practical issues surrounding the choice and use of learning objects. Views of practitioners from the school, VET and university education sectors were sought. The findings indicate that the majority of participants were predisposed to the concept of sharing learning resources. The dominant factor, across all sectors, in determining the choice of possible learning objects was their educational relevance, encompassing consideration of teaching aims, learning outcomes and student needs. In addition, the availability of efficient search and retrieval mechanisms, ease of use and the ability to customise objects were amongst the factors rated as being important considerations. The resolution of IP, copyright and user rights issues, and the question of who has responsibility for maintaining and supporting objects were major concerns for both teachers wishing to use existing objects and for creators of new learning objects.

Keywords
Learning objects, Reusable learning objects, COLIS Demonstrator