

Appendix A – Survey questions

ABOUT YOU

1a. What is your subject discipline? *(Please state)*

1b. What is your job title? *(Please state)*

1c. What institution and department do you work in? *(Please state)*

1d. How long have you worked in academia? *(Please tick ONE)*

Less than 5 years	<input type="radio"/>	6-10 Years	<input type="radio"/>	11-15 years	<input type="radio"/>	Above 15 Years	<input type="radio"/>
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2. Which of the following do you currently place your teaching materials into?

Repository	<input type="radio"/>	VLE	<input type="radio"/>	Personal Website	<input type="radio"/>	Departmental Store	<input type="radio"/>	Other	<input type="radio"/>
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If other, please specify

USE OF REPOSITORIES

3. Please tick the columns which are appropriate to your experience of 'learning object repositories' (or databases of teaching materials): *(Please tick any that apply)*

	Heard of	Downloaded material from it	Contributed Material to it	Would use again	Will look up
National/International Repositories					
JORUM (http://www.jorum.ac.uk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MERLOT (http://www.merlot.org/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Subject Based Repositories					
EEVL: Internet Guide to Engineering, Maths & Computing (http://www.eevl.ac.uk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HE Academy Engineering Subject Centre Resource database (http://www.engsc.ac.uk/er/resources/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UK Centre for Materials Education (http://www.materials.ac.uk/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Repositories					
Yorkshire and Humberside Learning Repository (http://www.yhlearning.org.uk/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Object Warehouse for Learning (North East) (http://www.owl-elearning.ac.uk/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Repositories					
BUFVC – Moving Image Gateway (http://www.bufvc.ac.uk/gateway/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRILT – Television & Radio Index for Learning & Teaching (http://www.trilt.ac.uk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BBC Motion Gallery (http://www.bbcmotiongallery.com)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please state)					

If other, please specify

4. If you HAVE downloaded or browsed for teaching materials in a repository before, what impressions did you have of the system and materials within it? (If NOT please go to question 5) (Please tick any that apply)

	Strongly agree	Agree	No Opinion or don't know	Disagree	Strongly disagree
Use of the repository					
It did not take long to find what I was looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The repository was easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the links to the resources were accurate and still live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was prohibited from downloading large files	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not use the material found because it was not compatible with the software I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of content					
The material I found was of good quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The material I found was relevant to the way I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have preferred to use a subject based repository rather than a general one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have found peer reviewed material more helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright issues					
It was clear how I could use or modify the materials in relation to copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once downloaded it was easy to find the details of the author or any copyright information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met your expectations					
I found it a useful way to find colleagues from other institutions active in my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found that my workload was reduced due to the easy access of materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found other users' comments on each resource helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't want to use a repository (please state)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you don't want to use a repository please give your reasons

5. In an ideal teaching repository what content would you find useful? (Please tick any that apply)

Text based resources, e.g. lecture notes or examples	<input type="radio"/>	Collections of teaching materials in a package with specific learning outcomes stated - equivalent to a unit of learning	<input type="radio"/>
Photos, images, diagrams or movies	<input type="radio"/>	Computer Aided Learning (CAL) software (subject based)	<input type="radio"/>
Reading lists (subject based)	<input type="radio"/>	Exemplars for a particular method of innovative teaching and learning	<input type="radio"/>
Links to external sites (subject or technology)	<input type="radio"/>	Case studies or papers, highlighting an exemplary teaching practise (e.g. methodologies, examples of materials, assessment methods) for your subject area	<input type="radio"/>
Exemplars in methods of learner management or administration	<input type="radio"/>	Other	<input type="radio"/>

If other, please specify

CURRENT CONTRIBUTIONS TO REPOSITORIES

6a. If you HAVE contributed teaching materials to a repository, which ONE have you contributed to most? (If you have NOT go to question 7) (Please tick ONE)

National (all subjects)	<input type="radio"/>	National (subject based)	<input type="radio"/>	Regional (all subjects)	<input type="radio"/>
Regional (subject based)	<input type="radio"/>	Institutional	<input type="radio"/>	Departmental	<input type="radio"/>

6b. Please tick any of the criteria that apply in relation to the main reasons for contributing to this repository:*(Please tick any that apply)*

It gives me kudos within my institution	<input type="radio"/>	It gives me kudos with industry	<input type="radio"/>
It gives me kudos with other UK HE Institutions	<input type="radio"/>	It's compulsory in my dept. or Institution	<input type="radio"/>
It's linked to my institutions VLE (virtual learning environment)	<input type="radio"/>	Colleagues are contributing	<input type="radio"/>
It's related to my research	<input type="radio"/>	I received a grant to contribute	<input type="radio"/>
To make useful subject contacts outside my institution	<input type="radio"/>	To benefit from financial rewards	<input type="radio"/>
To increase student motivation	<input type="radio"/>	To make sure materials are preserved	<input type="radio"/>
I had a positive experience of benefiting from existing materials I felt obliged to contribute	<input type="radio"/>	Other	<input type="radio"/>

If other, please specify**7. If you have NOT contributed teaching materials to a repository, please state your main reasons for not doing so:***(Please tick any that apply)*

I do not know of any repositories	<input type="radio"/>	My institution does not permit contribution	<input type="radio"/>
I keep my materials on my own website	<input type="radio"/>	My materials are on the VLE	<input type="radio"/>
I do not have time to contribute materials	<input type="radio"/>	It took me too long to try and upload any resources	<input type="radio"/>
I do not have time to create materials in the correct format for sharing outside the institution	<input type="radio"/>	I do not have the correct software to create materials in the correct format	<input type="radio"/>
My teaching requires different types of materials that cannot be viewed in isolation	<input type="radio"/>	I would not like my materials associated with other resources of lesser quality	<input type="radio"/>
I do not want anyone else to use my materials	<input type="radio"/>	I do not want anyone else to modify my materials	<input type="radio"/>
I would like to make my materials available to certain groups only	<input type="radio"/>	I do not feel confident that my name will stay associated with my materials in the future	<input type="radio"/>
I feel they are my intellectual property and want to keep control of them	<input type="radio"/>	Other	<input type="radio"/>

If other, please specify**FUTURE CONTRIBUTIONS TO REPOSITORIES**

When thinking about your ideal teaching material repository, i.e. a repository that you frequently visit, find the most useful and would be happy to contribute to please answer the following questions;

8a. The kind of repository you would be most happiest to contribute teaching materials to would be: *(Please tick ONE)*

National (all subjects)	<input type="radio"/>	National (subject based)	<input type="radio"/>	Regional (all subjects)	<input type="radio"/>
Regional (subject based)	<input type="radio"/>	Institutional	<input type="radio"/>	Departmental	<input type="radio"/>

8b. What type of access, would this teaching material repository have: *(Please tick any that apply)*

Open access to anyone	<input type="radio"/>
Password access to registered users	<input type="radio"/>
Open access to members of UKHE	<input type="radio"/>
Password access to anyone in UKHE	<input type="radio"/>
Users within my Institution only	<input type="radio"/>
Users within my Faculty only	<input type="radio"/>
Users within my Department only	<input type="radio"/>
My students only	<input type="radio"/>
Different access for different materials (set by myself)	<input type="radio"/>
Other	<input type="radio"/>

If other, please specify

9. What types of teaching material would you be most willing to contribute to your ideal repository?

(Please tick any that apply)

Text based resources, e.g. lecture notes or examples	<input type="radio"/>	Collections of teaching materials in a package with specific learning outcomes stated - equivalent to a unit of learning	<input type="radio"/>
Photos, images, diagrams or movies	<input type="radio"/>	Computer Aided Learning (CAL) software (subject based)	<input type="radio"/>
Reading lists (subject based)	<input type="radio"/>	Exemplars for a particular method of innovative teaching and learning	<input type="radio"/>
Links to external sites (subject or technology)	<input type="radio"/>	Case studies or papers, highlighting an exemplary teaching practise (e.g. methodologies, examples of materials, assessment methods) for your subject area	<input type="radio"/>
Exemplars in methods of learner management or administration	<input type="radio"/>	Other	<input type="radio"/>

If other, please specify

10. What type of review or quality control mechanisms would you expect in your ideal repository?

(Please tick any that apply)

No review process on submission, anything accepted	<input type="radio"/>
Technical and legal review on submission to make sure legislation is adhered to	<input type="radio"/>
Review of subject content (if specific teaching materials submitted), with selected peers	<input type="radio"/>
Review of teaching methodology, etc (if collection of resources submitted) with selected specialists and peers	<input type="radio"/>
An indication of quality given to specific materials or collections of materials	<input type="radio"/>
Possibility of materials / collections being rejected after review	<input type="radio"/>
Users of repository may add comments and ratings to materials or collections	<input type="radio"/>

11. If you were to contribute to a repository in the future, which of these reasons would make you more or less likely to do so?

(Please tick ONE for each)

	Much more likely	Likely	No opinion	Unlikely	Much less likely
My institution made it compulsory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department made it compulsory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was necessary for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was necessary for pay award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support was freely and easily available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was part of the criteria for national teaching award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leaders in my subject area are contributing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of people in my subject area are contributing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it gave me national recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it gave me regional recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it gave me institutional recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It gave me the opportunity to assert my copyright information over my material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was connected to research as well as teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would help to manage and preserve important resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not have to maintain the link once it was added	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was peer reviewed by a specialist panel to guarantee quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials were rated by other users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12a. If you were rewarded for contributing to the repository, which of these examples would most encourage you to contribute:
(Please tick any that apply)

	Would DEFINITELY make me contribute	Would make me CONSIDER contributing	Would have NO EFFECT
Non-financial rewards			
Article in University internal publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being nominated for internal teaching prize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Period of secondment for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocated budget to buy new office equipment / technology / software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocated budget to spend on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head of Department recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility of doing pedagogical research in subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfaction of contributing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implications for external recognition in open access repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Rewards			
Nominated for lump sum reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nominated for salary increment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifts: e.g. books, high street vouchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits: e.g. gym membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Royalties: e.g. per download	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12b. Please state any other motivators

RIGHTS ASSOCIATED WITH YOUR MATERIALS

13. In your institution who owns the copyright of the teaching materials: (Please tick ONE)

Academics own the copyright	<input type="radio"/>	Institution owns the copyright	<input type="radio"/>	Unsure	<input type="radio"/>
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14. What would you be happy to allow others to do with any teaching materials submitted to a repository?
(Please tick any that apply)

Activity	Example	Freely	With limits or conditions	Not at all
Display	e.g. may be viewed on screen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print	e.g. copies may be printed out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Save	e.g. may be saved to disk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy	e.g. mount another copy somewhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify	e.g. may be translated or a derivative work created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excerpt	e.g. may be saved to disk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play	e.g. in a lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annotate	e.g. editorial or peer commentary may be inserted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggregate	e.g. teaching materials may be mixed up with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lend	e.g. a printed copy may be loaned by a party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give	e.g. copies may be forwarded to colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sell	e.g. a cost recover basis or commercial enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What (if any) restrictions or conditions would you want to place on the use of your teaching materials? *(Please tick any that apply)*

Restriction/Condition	For example	
No restrictions	e.g. can be used by anyone for any purpose without limit	<input type="radio"/>
For personal use only	e.g. user can't distribute copies to others	<input type="radio"/>
For use by certain groups	e.g. only for use by certain departments or students	<input type="radio"/>
Only for certain purposes	e.g. teaching, research or non-commercial	<input type="radio"/>
Limited number of times	e.g. print up to four copies, or save once	<input type="radio"/>
Limited to certain geographical regions	e.g. not to be used in countries with sanctions	<input type="radio"/>
Only available for a certain period of time	e.g. must be removed after 5 years	<input type="radio"/>
Copies must be exact replicas of the original text	e.g. the original must not be altered in any way	<input type="radio"/>
Copies must be in the same <i>format</i> as the original	e.g. only PDF copies can be made	<input type="radio"/>
Existing watermarks or security features must be maintained	e.g. all copies must retain the security features of the original	<input type="radio"/>
No conditions	e.g. can be used in any way without payment, registration or attribution	<input type="radio"/>
Users must register	e.g. with the repository	<input type="radio"/>
Users must agree to certain terms or conditions	e.g. a click-through licence	<input type="radio"/>
The author must be attributed	e.g. your name should always be clearly displayed on the material	<input type="radio"/>
Your Institution must be attributed	e.g. your Institutions name should always be clearly displayed on the material	<input type="radio"/>
Usage tracking	e.g. all usage of your material should be tracked	<input type="radio"/>
Other		<input type="radio"/>

If other, please specify

ANY OTHER COMMENTS

16. Please give any other comments you have about making your teaching materials available.

Appendix B – JISC mail lists

1. Art, Media & Design (ADM)
2. Business-Information-All
3. Cetus-Metadata
4. Cetl-Network
5. Cetl-Repository
6. Computer Assisted Learning – CAL
7. Computers in Art & Design Education (CADE)
8. English-HEAcademy
9. HEAcademy-HSAP (Health Science and Practice)
10. HEAcademy-ICS-LIS
11. Improving Student Learning (ISL)
12. Institutional Research Network List (IRNET)
13. LIS-LINK
14. LIS-SCONUL
15. Networked Learning

Appendix C – Free text comments and themes

Q2.	Which repository do you currently place your materials into?	APPEARS:
THEME KEY:		
1	OTHER ELECTRONIC STORE	35
	Sub-themes:	
	a. Website	a - 17
	b. Intranet / network folders	b - 11
	c. Outlook exchange / email / conferencing systems	c - 5
	d. Databases	d - 2
2	VLE / MLE / ASSESSMENT SYSTEM	25
3	PERSONAL COMPUTER	14
4	DIGITAL STORAGE MEDIA / ARCHIVES	14
5	REPOSITORY	9
	Sub-themes:	
	a. Bespoke (in-house) repository systems / specific repository types	7
	b. Repository service providers	2
6	HARD COPIES	9
7	NONE	3
8	NOT APPLICABLE	3
TOTAL responses:		112

Respondent ID	Response	THEME
1	Image database	5a
6	University website	1a
17	I'm new - so no routine yet	8
18	Microsoft outlook for specific distribution	1c
21	CD's free to students	4
24	Web CT system and University internal Web sites	1a
30	Personal CD Library	4
33	Web CT system - Campus Data Area	2
38	Bespoke applications developed in-house	5a
41	Course packs - course handbooks - handouts.	6
43	Electronic Portfolio System	5a
44	published DVDs - CDROMs etc	4
45	Web-based tutorial material	1a
46	Open University's own digital store (Portfolio)	5a
49	CDs in filing cabinet!	4
57	Learn	2
59	webct	2
61	Learn	2
65	The university LEARN server	2
75	only on my PC	3
78	Published Case Studies for RSC - HE Academy	5b
87	Stored on personal computer	3
89	None	7
99	A separate webpage to a college's website	1a
103	Website operated by Medical School	1a
104	None	7
105	My personal pc and paper files	3, 6

108	Personal DB	1d
110	Computer Hard Drive/Flash Memory for personal use	3, 4
116	NB this is the first - pilot year of Keele's VLE	2
117	Filemaker database	1d
118	Course website	1a
123	FILTER Project (www.filter.ac.uk - although not sure if this fits definition of a repository)	5b
128	N/A Materials are not personal.	8
140	Use Blackboard	2
146	Outlook public folders. Basically email messages sent to a list specific to each module: emails contain teaching material and exercises.	1c
148	dedicated website (for a specific subset of materials)	1a
151	Personal back up	3
154	Publicly available web pages (Most SoE pages are public)	1a
155	University Intranet (structured by module only)	1b
159	Our VLE is based on Outlook Exchange	1c
167	Student Portal	1a
172	BLACK BOARD	2
173	Blackboard	2
188	Blackboard	2
190	Keep everything on a floppy disc	4
191	Shared Drive	1b
194	research programme repositories	5a
202	WebCT on University Intranet	2
212	Webct	2
226	WebCT	2
229	Various - VLE - Website - Unit's server	2, 1a, 1b
231	departmental intranet.	1b
239	Home-made document delivery system	5a
244	Multimedia Field T&L server http://mmedia.glos.ac.uk	1b
247	Centre for Mathematics Education (i.e. my local dept) website - is this a dept store?	1a
248	WebCT	2
252	shared workspace portal (sharepoint)	5a
253	None - my teaching materials are mine contractually (see separate communication on post-92 contracts)	7
254	personal archive	4
266	A web page designed for the specific course that I am teaching	1a
269	my own collection of textile artefacts and samples is used as a resource	6
277	personal backup media	4
283	University Learn server	2
289	Student Learn Server	2
292	personal storage	4
296	Archive of non-web-based materials	4
298	University store	1b
302	Learn Server	2
312	Learn Server	2
313	shared fileserver - personal files	1b, 3
314	archived on various websites and also published in our (new) annual/international journal 'issues in contemporary culture and aesthetics' (with dvd)	1a, 6
323	University Website Page - not personal	1a

326	Paper copies - own computer	6, 3
329	As a casual lecturer - I do not create material.	8
331	On CD or hard disk waiting for web space/VLE to become available	3, 4
332	School's website - but most of my materials are hard copy	1a, 6
346	University network using WebCT	2
348	Managed Learning Environment	2
350	Library - hard copy	6
351	Personal Computer area	3
352	I email outlines etc direct to the students on the module	1c
357	Don't digitally store teaching materials except as PC files	3
358	public domain/ research literature	1a
361	my computer	3
362	conferencing system	1c
370	Network location with limited access	1b
374	Network file server	1b
380	University Web CT	2
382	blogs	1a
389	Floppy disc and notes	4, 6
395	Hard drive / CD	3, 4
401	Shared Folders	1b
408	shared server	1b
418	Computer Aided Assessment	2
420	Archives	4
423	queen's online (web-based online course management software)	2
433	personal PC	3
438	Personal records - and hard copy	3, 6
443	materials posted on Blackboard site used by own students	2

Q3	Other 'learning object repositories' (or databases of teaching materials)	
THEME KEY:		APPEARS:
1	NATIONAL / INTERNATIONAL SUBJECT BASED REPOSITORY	79
2	NATIONAL / INTERNATIONAL GENERAL REPOSITORY	26
3	REGIONAL REPOSITORY	9
4	WEBSITE / WEBLOG	6
5	VIRTUAL LEARNING ENVIRONMENT	4
6	NON-SPECIFIC / NOT LOCATED / OFF THEME	23
Total responses:		147

Respondent ID	Response	THEME
2	HE Academy Biological Sciences Image bank repository	1
6	History Data Service.	1
9	Wolverhampton On-line Learning Framework (VLE)	5
12	HEA ICS Subject Centre Resource Database, MIT Courseware	1, 2
16	http://www.stoa.org	4
28	Arkive	2
31	Higher Level Skills for Industry	3
32	SESDL (SHEFC UMI II project)	3
35	FERL, BizED	2, 1
38	scran.ac.uk	3
44	HEA Physical Sciences SC	1
46	OU's proprietary systems	5
50	Geography Discipline Network	1
52	Geography Discipline Network, plus published books	1
61	I do not know any of the above	6
63	The English Subject Centre's 'Digital Resources for Teaching and Discussion'	1
67	Numerous repositories, too many to list	6
73	Loughborough University Learn Server	5
76	Social Science Research Network	1
88	E-Lis	1
89	Never heard of / unaware of all the others	6
99	www.litmus.rcm.ac.uk	1
100	NLN, AHDS, Education Object Economy, multimedia physik, Nottingham School of Nursing,	2, 1, 1, 1, 4
101	HEAL, ACETS	1, 1
105	HEA Subject Centres English, Performing Arts, Escalate (Education)	1, 6, 1
107	Stor Curam; Repository for Social Care	1
108	various industry specific (finance related)	1
259	www.scran.ac.uk The Scran trust is JISCs biggest image repository and includes a resource creation/sharing environment that is open source and includes subject networks sustained by user communities themselves	3
119	all the other RDN hubs beyond EEVL, and HE Academy subject centres beyond Materials, MIT's open courseware and various similar adventures. Also commercial ones like brainbox, FE ones like FERL and NGFL etc. etc.	1, 1, 2, 6, 2, 2
120	I have heard of none of these	6
122	Bristol BioMed; FleshandBones	1, 1
127	I use medical slide collections such as hypertensiononline	1
130	SNAS	1
131	Stor Curam Project (now known as the Learning Exchange)	3
133	reusable learning objects at www.ucel.ac.uk	3

135	I downloaded something from Netskills once or twice, but years ago so I cant remember enough to fill in the next section	1
136	British Pathe	1
139	Why is there not an option to never heard of and don't want to look up which applies to most of these. I have used the HE Academy and Centre for recording Achievement collections of case studies.	1
141	LTSN Subject Centre	1
144	data and story library	1
145	Subject specific ones, such as javasoft.com for java, gamedev.net for games etc....	1, 1
146	Repositories associated with text books, these often contains slides, code examples and exercises.	6
149	SCRAN	3
150	OMNI, NORD, NLN	1, 1, 2
153	moving image archive	1
154	Various public University websites / pages	4
156	INFORMS	2
160	LTSN-ICS, http://www.bized.ac.uk/ , various publisher websites linked to text books for powerpoint and MCQs. The Marketing Consortium	1, 1, 6, 6
164	NSDL; SMETE; Stor Curam; CAREO; Curriculum Online; LORE; GEM; RDN;	1, 2, 3, 1, 1, 3, 2, 1
168	none	6
170	Archaeology Data Service	1
173	have contributed materials to C-SAP (Centre for Sociology, Anthropology & Politics); have also used VTS (Virtual Training Suite)	1, 1
178	I use a number of national/international databanks of biological images such as microscope slides, and body scans	6
180	HEA Biosciences ImageBank	1
185	EMOL, Bristol Biomedical Image Library, Lifesign	2, 1, 1
189	NASA's Remote Sensing Tutorial (http://rst.gsfc.nasa.gov/)	1
193	Wisconsin Online, CAREO	2, 2
205	FERL, BECTA, STANDARD SITE, NAACE	2, 2, 2, 1
206	viperlib, at the University of York (don't know if that counts as a repository though.)	1
208	BizEd	1
211	Book publisher web materials e.g. for "Software Engineering" by Sommerville	4
213	I don't have the time to look at these I'm afraid. Maybe you should consider using an agent-based approach to ensure wider use and to inform users of developments automatically.	6
220	HEA Generic database	1
221	doctors.net.uk	1
227	Geography Discipline Network (GDN) - not sure if this is a repository	1
239	MIT OpenCourseWare	2
240	Higher Education Academy Computing database	1
247	Mathforum (http://www.mathforum.org)	1
264	HEA Bioscience subject centre resource database	1
268	Screen Online	1
276	Designed and developed a repository of practices worth replication in learning activity design for the Learning Centre of a major multinational corporation	6
277	i have no experience of these resources	6
278	JISC, BECTA, FERL & various HEI Subject Centres	6, 2, 2, 1
285	HE Subject Resource for Leisure and Tourism, BizEd	1

291	Sociology resource centre at Birmingham U (not sure of the exact title)	1
293	Higher Education Academy GEES Subject Centre Resource Database	1
294	HEA Information and Computing Subject Centre	1
302	Agilent Educators' Corner	1
313	ELT Publisher's websites, independent ELT websites	4, 1
317	MIT course material for fluid dynamics	2
319	I have never used any of these	6
321	http://earthobservatory.nasa.gov/	1
328	Google Scholar	6
329	None of these	6
332	I have never even heard of any of these, let alone know how they'd help my teaching. What do all the acronyms stand for?	6
336	JISC	2
346	French resources sites mainly governmental	6
348	LTSN	2
376	www.artstor.com	2
382	EMOL	2
386	I haven't heard of them and will not necessarily look them all up but there you do not provide an option for this	6
399	www.classwire.com	1
400	Individual Teachers Web sites	4
404	Cal Visual	1
408	images.MD, bristol biomed	1, 1
415	EPCC's own teaching repositories	1
425	archives in FURL	6
426	HEA Economics Network website and repository	1
430	have heard of none of these, and never used any of them	6
434	Blackboard VLE at SOAS	5
436	Wilfrid Owen MM resource	1
439	Downloaded from JSTOR etc. Contributed: UCL eprints and UCL departmental site (http://tinyurl.com/9zxky);	1
441	LTSN materials bank	1
442	BioMed Image Archive Bristol	1
444	HEA Psychology and HEA Health Sciences	1, 1
445	Maricopa Learning Exchange http://www.mcli.dist.maricopa.edu/mlx/index.php	2

Q4. If you do not want to use a repository please give your reasons?

THEME KEY (sub-theme in small letters):

APPEARS:

1	ISSUES WITH MATERIALS	9
	Sub themes:	
	a. Quality	a - 4
	b. Re-usability	b - 3
	c. Not found anything useful/interesting	c - 2
2	USABILITY PROBLEMS	7
3	LACK OF/LIMITED AWARENESS	7
4	NO NEED/NO INTEREST	4
5	LACK OF TIME	4
6	INTELLECTUAL PROPERTY	3
7	CAN'T GENERALISE	3
8	OTHER / NOT APPLICABLE	4

Total Responses: 41

Respondent ID	Response	THEME
4	difficult to answer above question since my responses would vary depending on which repository I'm thinking of!!	7
16	None of these repositories contain material that I need.	1a
21	Not aware of there existence or potential - would like to know more	3
42	The materials contained there within are invariably of poor quality.	1b
48	Quality of repositories is unclear at present.	2
67	Current repository technology is too primitive; it should not be used as a guide to the usefulness of repositories in general - but only of the state of the art thus far. It would have been interesting to contrast results for these questions with results for the same set of questions / same set of users for Google.	2
78	It is as ever the time and finding the information.	5, 2
89	Not applicable - I have not downloaded or browsed from a repository before.	8
117	Can't generalise - -Scran and wikimedia were excellent - most others are absolutely rubbish	7
134	I have not found a repository that has useful material that I cannot get from the web or through on-line journals	4
139	I would rather produce my own material which i have thought through and can rationalise and defend theoretically.	1a
154	I would only be interested in a repository if it was completely open.	8
163	I can't answer question above because the experience can be different depending on the repository.	7
173	never knew that they existed	3
195	I was not aware of these !	3
213	N/A - I have not used a repository before	8
233	I wasn't aware of them	3
251	Not convinced by what I saw when visiting today. In principle it looks good but spent a lot of time not getting anywhere. Would like more time to assess and build into teaching and learning on a sustainable basis	2, 5
253	Intellectual property rights boundaries	6
256	Too difficult to use not user friendly	2
286	It will add to a high workload.	5
289	Teaching is a personal thing - we all have our own approaches and methods. Using another persons materials encourages bad 'mechanical' teaching and so I would never use one	6, 1a

304	1. Time consuming and often poorly organised. 2. Many of the RLOs and other materials are of poor quality. 3. Do not always have access to a data projector in class and it is difficult to encourage students to look at these things at home - 4. students often find RLOs and other teaching materials to be comically poor (perhaps incorrectly) and do not take them seriously.	2, 1b, 2, 1a
312	What we teach as a university is part of our crown jewels. The other equally important part is of course HOW we teach it. I find myself wondering why we as an institution would want to give our good material to our competition so that potentially they can use it to compete with us?	6
323	I have no real knowledge of this resource I have simply stumbled across one myself on search information. I do not make much use of.	3
328	Not interested - no real need	4
349	I have so far not found anything particularly relevant to my teaching	1c
359	Too complex - prefer one stop shop - good old Google	4
361	Not aware of their advantages	3
377	The main problem is the time factor of looking through material and choosing what I could use.	5
389	The concept is new to me - but the concept sounds very sensible	3
396	I have not needed to use these repositories	4
402	I would like to use more on-line materials and to contribute to on-line resources	8
416	I do but haven't as yet found anything that I want.	1c
432	Would be very happy to - have never come across one with any material of interest for me	1c

Q5	In an ideal teaching repository, what content would you find useful?	
THEME KEY (sub-theme in small letters):		APPEARS:
1	ITEMS TO EMBED INTO TEACHING	14
	Sub-themes:	
	a. Video lectures / demos / presentations	a - 5
	b. Interactive media (java applets, quizzes)	b - 4
	c. Student coursework / project assignments	c - 2
	d. Audio clips	d - 3
2	ITEMS TO INFORM TEACHING & LEARNING PROCESS	12
3	ITEMS RELATED TO ASSESSMENT	12
4	SPECIFIC EXPECTATIONS OF FORMAT OF ITEMS	4
5	UNSURE	3
Total responses:		45

Respondent ID	Response	THEME
1	open source software projects relevant to HE in the UK	2
4	keep content in as small as a size as possible. Keep content as modifiable as possible.	4
6	Data for problem based learning. Question banks for CAA.	1c, 3
9	That the content be split up into bite size chunks so that I do not have to download a large file when browsing.	4
21	The use of video lectures/ demos	1a
25	Pedagogic guides to hardware and software	2
31	One of the benefits has to be getting ideas by being prepared to look at anything.	2
32	examples of assessment approaches to evaluation of these resources/approaches in their original contexts	3, 2
35	Smirk created virtual lectures; http://smirk.herts.ac.uk	1a
41	I don't really think I would use a repository.	5
44	Assessment packages including formative assessment	3
51	Multiple choice questions and exam questions	3
65	Module outlines - these are good to compare with one's own and others	2
68	open source software	2
75	1) Multiple choice questions (and answers!) 2) PowerPoint lectures/presentations with accompanying sound of presenters words - or those words written down this would clearly be useful only if the lecturer was any good - otherwise it could simply lead to a rubbish presentation being repeated by others!	3, 1a
89	Assuming this means "useful for me" - as opposed to "useful for students" ???	5
117	ways of creating and sharing resources easily as Scran does	2
119	tests / quizzes comments on what has worked and not worked and why CPD requirements	2, 3
131	.mpg files of sounds for using with your own materials	1d
132	User comments / peer reviews	4
144	numerical data on interesting problem areas	2
154	Interactive elements such as Java applets - these are essential for engineering	1b
163	Multiple choice library of questions in IMS compliant format. Should include meta-tags to Bloom's taxonomy and indicate tags on level of difficulty.	3
174	Quizzes	1b
214	exam materials/questions	3
229	I work across disciplines with various academics. The specific needs vary - most of the above would be useful at some point. Audio may be useful.	1d

252	exemplar learning designs - not necessarily populated with content.	2
259	Interactive resources that might be used in a variety of ways.	1b
277	These sound potentially useful but - given my lack of experience in this area - I do not know which I would find useful	5
285	Subject specific short multi-media presentations that can be shown in class with high quality graphics - trendy music - video clips etc. that are up-to-date and relevant to young people but engage with the subject area.	1a, 4
290	Exam questions and solutions	3
314	We live stream our postgraduate foundations courses (contemporary political philosophy & aesthetics in sem 1; and untimely meditations in semester 2). This has proved to be (a) extremely popular worldwide (people tune in from all over; and (b) has brought students to register into the course from countries both within and outside the EU. [note: the streaming was originally established because of our students became suddenly severely disabled [loss of limbs] and could not physically be present. This was a little link for her; she finished her MA with Distinction]	1a
321	Because there's no national curriculum for HE - I still think departmental teaching materials are the key exemplars for developing new units of learning.	2
332	Case studies would be useful - but this sounds a lot like spoon feeding. The idea of having someone supply 'off the peg' reading lists is extraordinary!	2
423	past examination papers - homework assignments - project assignments	3, 1c
441	Samples of types of student coursework. Samples of types of assessment	1c, 3
444	exam or quiz questions and scenarios	1b, 3

Q6b	Main reasons for contributing to a repository in past?	
THEME KEY:		APPEARS:
1	IMPROVED STUDENT ACCESS/LEARNING	11
2	PERSONAL DEVELOPMENT /PERSONAL GRATIFICATION / ALTRUISM	11
3	REQUIREMENT OF JOB	5
4	GREATER ACCESS FOR OTHERS	5
5	ADMINISTRATION / MANAGEMENT / COST / TIME BENEFITS	3
6	PEER/INSTITUTIONAL PRESSURE	2
7	STATUS QUALITY OF SPECIFIC REPOSITORY	2
8	OTHER	3
TOTAL responses:		42

Respondent ID	Response	Theme
1	It was a useful way to organise and manage a large collection of images	5
4	part of my job! was asked to do so.	3
9	Because I wanted to give back to my colleagues which is linked to respect and equity - I did not feel obliged to do this.	2
16	I have actually contributed to international repositories - and this seems far more important	7
20	Whilst not compulsory in my institution (hence not ticked above) it is increasingly expected that staff will contribute	6
33	for student access pre and post lecture	1
38	I manage a repository - also motivated to explore and report on their usefulness	3, 2
49	To set an example	2
60	It can make it easier and/or cheaper for my students to access materials.	1
65	I am not sure if the LEARN server counts as a repository but the above are amongst my reasons for contributing resources to it	8
67	To make useful materials available to students and researchers (I can't believe this wasn't an option in the checklist)	1
99	To provide colleagues with useful information and materials	4
117	fun - easy - inspirational - creative - open-ended - only in relation to the image repository - but definitively not the case for most others that are too prescriptive and inflexible - metadata is NOT the solution - and matching resource BITS to outcomes is (a) dire (b) impossible to keep current (c) patronising)	7, 8
122	My job is to locate such resources and make them available to staff and students	3
123	Personal development opportunity to learn about creation and preservation of digital resources	2
131	I was working on the Project creating the repository so had to!	3
135	I can't actually remember which repository it was - I was emailed to ask if it was OK to use a resource I'd put on the web and I said OK. My motivation was really only that I couldn't see why not as I'd made it public anyway.	2
139	Sharing case studies helps us all learn [altruism?!]	2
141	Staff development purposes (sharing good practice)	2
148	to help students	1
156	All institutions using INFORMS had agreed to share material and contribute to the collective good	2
170	Our repository is the Departmental intra-web	3
173	no one gives us any kudos for using Blackboard or being involved with C-SAP	8

194	to help students; and facilitate research collaboration; and work with distance learners	1
202	to save printing and paper	5
203	to help student learning	1
242	materials need to be available as part of access strategies for all students including those with disabilities	1
278	Enhancing student learning - remote & flexible access - reusability	1
285	Only a short case study. Not compulsory but strongly urged to contribute	6
311	To provide greater accessibility to materials	4
312	to make the modules as accessible as possible for our students	1
314	i am a strong supporter of 'open source': try to put as much on the web in accessible forms as is possible.	2
323	To supply update info to students	1
344	To help it to get started	2
375	To ensure access to high quality material in my discipline	4
376	It makes for easy retrieval of materials in the future.	4
393	Time efficient means of distributing learning materials	5
426	It took me a long time to develop some of this stuff - and see no point in others re-inventing the wheel. Makes life easier for other staff	2, 4

Q7t The main reasons for not contributing to a repository		APPEARS:
THEME KEY (sub-themes in small letters):		
1	PERSONAL FACTORS Sub-themes: a. Lack of time b. Lack of knowledge / awareness of issues c. Lack of confidence in own materials d. Didn't realise other people would want them e. Not part of my job f. No financial benefit g. Lack of IT skills	30 a - 8 b - 8 c - 7 d - 3 e - 2 f - 1 g - 1
2	INTERNAL FACTORS Sub-themes: a. No departmental policy / no-one has asked them to b. Lack of support c. NOT policy or culture of institution / group d. Opportunity has not arisen e. Unsure whether it is allowed within institution	13 a - 4 b - 2 c - 2 d - 2 e - 2
3	DO NOT PRODUCE MATERIALS / LITTLE TO CONTRIBUTE	10
4	CONTEXT OF MATERIALS Sub-themes: a. Materials not relevant taken out of context of teaching b. Materials only relevant to own students / colleagues c. Materials constantly changing	9 a - 6 b - 2 c - 1
5	ISSUES RELATED TO REPOSITORIES Sub-themes: a. Do not know of suitable repository b. Would want the materials peer-reviewed c. Different reasons for different repositories d. Would want to know who was downloading them e. Not confident in maturity of repository systems f. Wider access to resources means higher chance of plagiarism from students	8 a - 3 b - 1 c - 1 d - 1 e - 1 f - 1
6	ISSUES RELATED TO IPR / COPYRIGHT Sub-themes: a. I use other peoples resources, would not be able to contribute them b. I am not confident that the IPR / copyright will be maintained c. I am unsure of the copyright of my materials	8 a - 3 b - 3 c - 2
7	AVAILABLE IN OTHER WAYS	8
8	NOT YET - INTEND TO IN FUTURE	4
9	OTHER COMMENTS OFF-THEME	1
Total responses:		90

Response ID	Response	THEME
5	My resources are based on our collections so are only really relevant to our students and staff	4b
6	It didn't occur to me that a wider audience would want them.	1d
10	Lack of confidence in the usefulness of my materials.	1c
16	I don't know of the appropriate repositories at national level	5a
21	I keep my material as pdf files and these are available to students on CD	7
27	Not had the Time	1a

28	I have only recently found this repository. I will probably contribute in the near future.	8
30	I would not get any extra pay for producing them and they would soon be copied.	1f
31	Part of my role here is to support ideas around the sharing of materials amongst staff and students - so personally though I have tested various systems I have not shared materials. I will be sharing some staff development materials in JORUM soon - though it's only just become available.	8
41	I don't think anyone would want to use my materials. In fact - I don't have much in the way of "materials" anyhow; most of my teaching is responsive or structured around texts (e.g. articles) that are available anyhow and aren't mine to contribute. So what would I put in?	1d, 6a
43	I would want to know that the materials as a whole are 'peer reviewed'. (The statement above 'I would not like my materials associated with other resources of lesser quality' is too negative. I would not want my resources to be the 'lesser quality' ones!	5b, 1c
58	I was not aware of the existence of the	1b
62	Not enough support to create my own materials - do not know the way to create materials that might be useful to other institutions	2b, 1b
63	My materials are on my website and already found. No-one's asked me to contribute teaching materials to a repository.	7, 2a
70	Lack of time!!!!	1a
86	Have never really felt i had the opportunity to - lack of knowledge about repositories	2d, 1b
88	Not teaching - so no material to add!	3
91	The library materials we have created are a set of tutorials in a repository in our VLE that academics can download - use and adapt within their own WebCT courses.	7
92	Newly appointed - have been out of HE for a while	3
94	Not had the time per se to think about making available to a wider audience.	1a
100	As an educational technologist - I have explored the issue of contribution and our University regulations are clear about institutional ownership of learning resources created in the course of employment... but at the same time - no edict has been issued forbidding contribution to repositories. I am happy to share training materials I create and make available on the web (in fact I encourage it) - but keep quiet about it officially ;-)	2a
103	Did not know of a suitable repository to put the material in.	5a
104	It's not a part of my job	1e
117	Again my answers in relation to Scran are not the same as my answers in relation to many other databases - as they are so different	5c
119	The materials were created ad hoc - and I do not believe that most of them are worth contributing as they are so closely tied to what I was doing at the time. The others could be offered - but would require some work	4a, 1a
129	I distribute learning objects by CD-ROM free to licensed end users under the terms of my HEFCE funding	7
139	Nobody has asked for teaching materials - but I have doubts about whether the materials in isolation would be much help and I don't have time to write a full case study unless it's funded.	2a, 4a, 1a
142	Really I'm not confident that they are of appropriate quality.	1c
146	My materials can often be only understood in combination with a lecture. My slides - for example - support my lecture. Putting them on-line would not contribute much - as half of the "information" --i.e. the lecture-- is not there.	4a
153	no idea if materials meet the standard and don't want people telling me otherwise!	1c

163	The LIMES project is worth looking into.	9
164	My teaching commitments are minimal. As a result I produce few teaching materials	3
174	I don't teach - I'm doing research into learning objects and repositories	3
175	Some goes out with a software licence. Others are available on request.	7
189	I would be worried about copyright issues for some of the material I use	6a
214	time to do so and need for departmental policy-ensure copyright ok etc	1a, 2a
223	I believe that teaching should be a very personal endeavour and the idea of 'downloading a course' horrifies me. People should be thinking about how they want to deliver a course - what they are trying to achieve etc. and not just saving time by giving some else's lectures. My teaching style suits me - I'm not convinced it suits everyone.	4a
232	I have no problem with finished products but much of my material is raw material for further publications. Until it is exhausted - I therefore prefer others - except for students - not to see it.	4b
239	I use copyright materials such as Netskills training materials	6a
241	I am currently designing materials for a repository and will then be submitting them for general use.	8
248	N.B. "My institution" in the above answer is Birmingham - as I have only just arrived at St Andrews and have thus not yet done any lecturing here.	3
254	Much of what I have developed has been specific to a situation - a specific set of students at a specific time - and with a specific teacher - myself!	4a
255	It has never occurred to me to do so - although I would have concerns about whether my institution allows me to do so (I have no idea) and also about whether my materials would be good enough to be of use to anyone else.	1d, 2e, 1c
259	Never thought about it - not sure of institutional policy	2e
267	My materials are available electronically to my students. These materials supplementary to class and field based activities	7, 4a
314	the worries raised here (ie control of intellectual property/others using one's ideas and or materials) is quite a serious one. I did a pilot project ('low fidelities') last year when we 'officially' set up the live streaming (mentioned above) -- and this was one of the most prevalent worries - both on the part of the staff and student (researchers) alike.	6b
315	More know how will help + the item ticked above	1b
321	I would be happy in principle for others to use my materials - but I'd like to know who they were and what they were using them for (unless they were just using a couple of images etc)	5d
323	I would like to be shown more precisely on how to use	2b, 1b
329	The nature of my work makes this irrelevant to me	3
333	the occasion does not seem to have arisen	2d
338	I would be happy to share if it was the culture of the Institution.	2c
340	I do not teach.	3
342	My website is open to any user (except for published copyright materials: where I have permission for use in my teaching - these papers are in a folder only accessible from within this institution).	7
348	I have recently returned to teaching from a purely management role and so I am still exploring repositories and how I may use them or contribute.	3
351	Not done so in my current post.	2a
360	My area is very specific and there wasn't always a relevant area to submit them to!	5a
364	The nature of my job is not 'teaching' per se - but support of e-learning - so I might encourage others to use repositories - but I wouldn't really be adding materials to them myself.	3

368	My role is to clear other people's work in conjunction with Heron to place in a repository.	3
371	I have lost the initial copyright agreements with the journals who published the articles - I do not know if I'm permitted to published them in our repository or not.	6c
377	Although I have written a lot of material for use - I would feel vulnerable to criticism in that any material which is produced can inevitably improved. As a result - I would be wary about anyone using it and updating regularly requires time which I do not have. Increasingly also - it is requiring "fancy" IT skills which one must take time to learn.	1c, 1a, 1g
381	staff and depts I am developing for explicitly do not want to share their materials. This is not an institutional position - but a local strategic decision. I am not aware whether Jorum is now open for uploading - I attended some demos and it appeared to be a work in progress and I have not heard that it is now live? I would be interested in submitting some materials not affected by the previously mentioned issues.	2c, 8
382	Not part of my role	1e
384	My materials are available in paper format at my institution and no need is perceived to make them available electronically.	7
389	This is an entirely new field to me - and as such I find it difficult to respond to many of the questions	1b
402	I am not sure how to go about doing this	1b
408	IPR is still unclear and it is difficult to know if material is available for wide access whether it will have an impact on commercialisation or publication rights in the future. Investment in development of e-learning materials is still high. This does not mean I am negative about repositories but technology issues may again be leading over educational which is never a good idea. Repositories must be fit for purpose not the latest technology project.	6b, 5e
423	support cost (e.g. having to respond to queries etc)	1a
431	I've not got round to it yet.	8
432	? would want to check my institution would be happy - the material was produced whilst working for them	6c
434	Copyright problems need sorting before I can confidently upload some material - esp. images (and after all - the web is a visual medium)	6b
437	I try and change my materials constantly and have new assignments and examples so that students cannot copy from internet or each other. The problem of plagiarism is huge - and all of us using similar materials make it easier for students to cheat. By putting my materials out there - I make it more likely that similar themes will be covered elsewhere and published online - making it easier for my students to copy than to think for themselves.	5f
439	This is a new area for me to consider - and my responses above are instinctive rather than carefully thought out. In principle (though time permitting) I would like to become better informed about the issues at stake in these questions.	1b
444	I feel too much of a novice to contribute. Perhaps in the future when I am more confident that what I am preparing is of interest and can be useful to others.	1c
447	I feel that I am constantly learning and updating my materials - any fixed version would seem too 'frozen'.	4c

Q8b What type of access would your ideal repository have?

THEME KEY (sub-themes in small letters):

APPEARS:

1	VARIED DEPENDING ON USER	7
2	VARIED DEPENDING ON COPYRIGHT/IPR/LICENSE IMPLICATIONS	6
3	PAID ACCESS	3
4	VARIED DEPENDING ON CONTENT TYPE	2
5	NOT STUDENTS	2
6	PASSWORD REGISTERED ACCESS	2
7	INTERNATIONAL ACCESS	1
8	NOT ANSWERED QUESTION	1

Total responses: 24

Respondent ID	Response	THEME
4	access could vary on user - but this maybe too complicated.	1
16	Again - why don't you give room for international as an answer. That is the correct answer.	7
30	Modest payment of which I would get a share.	3
38	context specific access control	1
40	external access for a fixed fee (higher cost for frequently downloaded material)	3
89	Restrict to MODULE students only. Please restrict access - Loughborough has far too much to lose by not doing so.	1
108	access depends on content	4
119	But I would quite like some statistics on usage	8
163	Users in my discipline	1
192	I don't know - depends on proposed use - recognition etc. Many of these could be acceptable under different circumstances	2
202	In principal as open as possible but in practice linked to students on courses I teach (especially as this has the effect of ensuring they register for the course).	1
214	no students	5
227	Always open to students but in .pdf form with copyright symbols and 'peer review' to ensure quality.	2
229	Different levels would be required by different academics	1
255	NOT available to students	5
278	Mainly open access to anyone - but some materials/resources which were expensive to produce and have intellectual property and/or copyright attached should require registration.	4, 2, 6
314	long distance learning via live streaming is an obvious outcome (or anyway was an obvious outcome for us with the Low Fidelities project). This would probably entail a pass-protected situation.	6
332	Copyright issues? But if I were ever to contribute anything - since my research publications are open to anyone - I don't see why my teaching materials shouldn't be either.	2
342	See open text answer against previous question [My website is open to any user (except for published copyright materials: where I have permission for use in my teaching - these papers are in a folder only accessible from within this institution).]	2,1
376	Access by subscription	3
423	creative commons license (http://creativecommons.org/)	2

Q9 What types of material would you be most willing to contribute?

THEME KEY (sub-themes in small letters):

APPEARS:

1	ITEMS TO EMBED INTO TEACHING	14
	Sub-themes:	
	a. Interactive media (java applets, quizzes, flash)	a - 3
	b. Video lectures / demos / presentations	b - 2
	c. Audio clips / movies / animations	c - 2
	d. Exam questions	d - 2
	e. Datasets	e - 2
	f. PDP materials	f - 1
	g. Learning objects	g - 1
	h. Activities for students	h - 1
2	ITEMS TO INFORM TEACHING & LEARNING PROCESS	8
	Sub-themes:	
	a. Context based use-cases of resources	a - 2
	b. Module outlines (specific course info)	b - 2
	c. Demos of working programs	c - 1
	d. Workshop / seminar activities	d - 1
	e. Suggested subject learning objectives	e - 1
	f. Learner management	f - 1
3	ITEMS RELATED TO ASSESSMENT	6
4	NOT WANTING TO USE REPOSITORIES / NOT SURE	5
5	DEPENDS ON CIRCUMSTANCES	4
6	SPECIFIC EXPECTATIONS OF FORMAT / QUALITY OF ITEMS	2
7	ITEMS RELATED TO RESEARCH	2
8	OTHER COMMENTS OFF THEME	4

Total responses: 45

Respondent ID	Response	THEME
4	case studies or papers most useful	2a
6	Questions for CAA question banks	3
9	Activities for students to help consolidate learning or challenge current thinking by presenting different conceptualisations of the truth or to enable students and myself to evaluate learning to underpin planning for future learning. I do not think that this is assessment.	1h
28	Formative Assessments	3
30	Computer programs to automate research.	7
31	All and anything of quality (peer assessment comes into the equation somewhere)	6
34	Practice questions	1d
35	smirk created accessible virtual lectures	1b
41	I wouldn't - I don't see the point.	4
42	I would not be prepared to contribute	4
47	Learning Management and PDP materials	2f, 1f
65	seminar exercises	2d
66	some of this sort of material is already available on line - e.g. reading list via bookworm and text based resources and links to external sites via learn	8
75	multiple choice questions (and answers!)	3
103	Suggested learning objectives in medicine	2e
110	live exchange of material or collaboration	8

127	I didn't realise there were other teaching repositories other than the medical ones I had found on a Google search and some American sites	8
131	Flash LOs	1a
145	Examples/demos of working programs	2c
154	Interactive elements - e.g. Java applets	1a
163	PowerPoint slides of a lecture.	1b
173	Have already contributed to C-SAP a case study of using student input in creating criteria for evaluating visual (C-ROM) materials used in place of essay or exam	2a
174	I believe the level of granularity is either too high or too low. Producing something with a specific learning outcome - would make reusability hard. Uploading just images or text also would make the amount of effort to compiling something worthwhile would also be time consuming. There has to be a happy medium.	6
175	Assessment materials	3
212	I'm not sure	4
229	Depends on the individual academics I work with.	5
232	datasets (anonymous where appropriate) to use when teaching quantitative methods	1e
260	Assessments	3
277	unsure - would depend how the system worked and whether there was value to me in being a contributor. This need not mean money. I might contribute if I felt others contributions were useful to me so there was return "in kind"	4, 5
296	I am currently being funded by an HEA subject centre to revise CAL materials and add them to Jorum	1a
314	sound/image archival footage of seminars - workshops and exhibitions.	1c
320	There would be concerns re IPR and copyright though	5
329	Again - irrelevant to the nature of my occasional employment	8
360	session plans - exercises etc	2b
371	Published articles	7
377	If I could get the necessary skills or be helped by someone who has - I would be willing to put material on-line for computer based learning.	5
382	If I could - I would	8
393	Coursework assessments	3
423	problem sets - examination questions	1e, 1d
430	See above. Not confident about the concept at all.	4
434	Course syllabuses	2b
442	Animations	1c

Q12b Other motivators to reward contribution to repository

THEME KEY (sub-themes in small letters):

APPEARS:

1	ISSUES RELTED TO EMPLOYMENT / JOB	26
	Sub-themes:	
	a. Allocated more time to do it (reduced pressures in other areas)	a - 7
	b. Opportunity to collaborate with like minded colleagues	b - 6
	c. Improvement to salary / promotion / lump sum awards	c - 4
	d. Opportunity to work with support specialist to aid contribution	d - 3
	e. Made part of job role	e - 3
	f. Recognition from peers / managers	f - 2
	g. More time to do research	g - 1
2	ISSUES RELATED TO REPOSITORIES	23
	Sub-themes:	
	a. Belief in the principal of open access repositories and contribution to knowledge	a - 7
	b. Rights / IPR / liability issues improved	b - 5
	c. Opportunity to give and take	c - 4
	d. Peer reviewed to reflect quality of submission	d - 3
	e. Contributing to a System that works and provides functionality beyond traditional search engine.	e - 2
	f. Wide recognition of repository outside institution	f - 1
	g. Resources searchable with Google	g - 1
3	PERSONAL FACTORS	19
	Sub-themes:	
	a. Professionalism	a - 5
	b. To gain feedback from users	b - 4
	c. Personal satisfaction	c - 3
	d. Recognition outside Institution	d - 3
	e. Royalties gained	e - 2
	f. To aid digital preservation of personal material	f - 1
4	TO BENEFIT OTHERS (ALTRUISTIC)	10
5	TO BENEFIT STUDENTS	9
6	TO BENEFIT ONE'S TEACHING	5
7	NEGATIVE COMMENTS RELATED TO DE-MOTIVATION	3

Total responses:

95

Respondent ID	Response	THEME
4	to be allocated time of expert support staff (e.g. researchers - learning technologist - engineering educators etc).to be able to talk to / work with like-minded colleagues to gain credibility for my work: the peer-review system would have effectively said your work was of high quality.	1b, 1d
9	To make a difference - by exploring different conceptualisations of the truth undermining dominant discourses and by implication power relationships in a search for the democratisation of knowledge (Delanty - 2001).	2a
31	Being part of a community of practice - perhaps this means a support network associated with the use of the materials. Give and take policy - if you put in you can take out.	1b, 2c
34	If it helped to improve teaching quality or saved time for other activities because of the rewards and benefits you got from having joint access to a repository. i.e. Stops two people having to develop the same thing.	4
37	To have access to better teaching materials and activities than I already have.	6

38	Digital Preservation of my work	3f
44	A system that worked with clear evidence of student benefit.	2e, 5
45	Enabling students to maximise their potential.	5
65	Given work pressures I think the main motivators for me would be financial and to some degree for personal satisfaction of contributing and improving resources for my own students: promotion opportunities tend to come not for teaching but for research and publication.	1c, 3c, 5
67	Contribution to scientific enquiry; provision of learning resources to students (why are all of your motivators listed based on personal rewards - as opposed to 'altruistic' motivations? It really makes it feel like this survey is slanted)	2a, 5
70	Increase in staffing for my department - we are seriously understaffed.	1a
75	definite lump sum (i.e. not just nominated for one but given one per submission (as well as subsequent royalties) - that would definitely make me submit material.	1c
78	I have always tried to improve teaching with a Masters in Education and two years bursary from RSC to write problem based case studies that are used internationally. Loughborough University has not recognised or used this experience to its best. The time spent creating them is not financially rewarded as I am paid for contact hours. There is no interaction between departments. Expertise in technical areas is not freely available in Science as it is in other areas (Maths and Engineering). To create effective materials requires working in a team and not isolation. It is unclear how long I can afford to be a charity.	3a, 1a, 1b, 1d
91	Part of my job.	1e
92	acknowledgement within regional/national teaching & learning bodies incorporation of my materials - along with other contributed materials - into hardcopy - published resource	3d, 6
100	I really like getting emails from people around the world saying wow - great resource - can I use it with my students? - and being able to reply of course - pleased you liked it - please adapt it but keep my name on the credits - and add your own if you improve it.	3b
102	rights	2b
109	I'd be interested to know what others might be doing with my teaching material - how adapting and how successful in use so feedback is very important to me.	3b
117	Potential for community based resources to be sustainable - and to achieve the currency and critical mass to make them worth using. Industry have already rejected them as unworkable for this reason - and leaders in the field of knowledge management know have federated websites that individuals are more likely to keep current as recognition is built in.	6, 2f
119	I thought that people would actually make use of the stuff	4
122	Collaborative research - properly centrally funded	1b
128	Difficulty comes with who controls what. e.g. royalties may go elsewhere - projects may have to be agreed & could be blocked internally even if external funding has been awarded etc. Salary increments and lump sums imply internal clearance already agreed and project free to run - but may be less easy to get through due to ongoing implications after award is made. Teaching scenarios do not apply.	7
136	I believe that in HE there should be as free a flow of information as possible between academics i.e. cooperation rather than competition.	2a
149	Doing it as part of a collaboration with peers (this has been my experience so far and is far better for me to do than something individual).	1b
151	Nationally/Institutionally recognised time allocation - the job is pressured enough!	3d, 1a
153	it improved research in my field	4
163	Having time bought-out to do this. Too many plates in the air as it is.	1a

164	Improved ease of finding materials or collaborators based on notification of similar materials in repository (people who downloaded this also liked...)	2e
173	My former supervisor - put all his fieldwork notes and publications on the web - freely available to all. I think this is an example to be emulated - IF the necessary scanning and web help is there.	2a, 1d
182	Contribution to the scientific community	2a
189	If I was given time to do it properly!	1a
194	Being nominated for a lump sum etc is useless as is would not guarantee getting it. Getting an increment guaranteed would motivate just about everyone probably. Royalties would also be useful.	1c, 3e
200	I do feel that where images are concerned - or information on field courses - that I would expect to put in material in order to get out something. While I have answered the financial question - I do feel a professional altruism too. Perhaps it is because I am not sitting on a textbook yet to be published	2c, 3a, 4
212	i am motivated by my desire to improve learning etc but recognition would be nice as contributing increases my workload	5, 1f
231	Most important: Useful resource for my own teaching & give-and-take	2c
240	The thought that students might benefit and such activities would gradually increase our teaching standards.	5, 6
244	Self/team-actualisation - I and the team maintain http://mmedia.glos.ac.uk to help the students and to practise our web design and T&L material design skills - not to achieve kudos or other rewards. Whatever happened to professionalism and doing a good job just for its own sake???	3c, 3a
249	Providing community level resources.	4
251	Reduced teaching hours to compensate for time devoted to this activity	1a
253	Intellectual property rights have to be resolved first for any materials. See separate communication.	2b
260	To know that something I think is good material is considered good by others and used by others	3b, 2d, 4
262	To stop us re-inventing the wheel and start focusing on better meeting the learning needs of our students.	4, 5
277	additional research time	1g
287	Rigorous testing of materials by peers in my subject area not associated with my institution.	2d
312	I would suggest that contribution to the university LEARN server (for use within the university) be made mandatory on every module. In terms of contributing to a repository that is available outside the institution then I have yet to hear a good justification for doing this. In fact I believe there are good reasons not to do it.	1e, 7
314	The chief motivation is to get people involved with a particular research level/subject matter. In some cases this would mean royalties and the securing of copyright; in others - it would mean widening participation. I am of the view - having most if not all my work on the web in some form or another - that it is important to 'get the word/sound/image out'. Sharing as a cornerstone to imagination and reason.	3e, 2b, 4, 2a
321	Probably simply professionalism.	3a
332	My entire working life has been built on the assumption that you rarely get recognition or acknowledgement for anything - so I'd contribute because I believed it was a good thing in itself - not because it would lead to anything else.	2a
358	Open access via a Google search. Rights to be recorded as author clearly indicated. Third-party risks acquired by someone else other than the author or her employer.	2g, 2b, 2b
360	altruistic satisfaction!	3c, 4
376	Aid in collaboration with other scholars or make connections with other scholars your not likely to connect with on a frequent or normal basis.	1b
384	Influence in shaping curriculum and teaching methods.	6
391	It is part of my job remit.	1e

393	Self-motivated to contribute for altruistic reasons	4
396	Do you really think that a period of secondment for professional development; is a reward!!!!!!! If so - you have no idea what motivates a scientist nor do you have any idea of our value system or what we regard as a good use of our professional time.	7
415	time!	1a
425	Increased use of learning resources by students attending my modules	5
426	Just happy to have contribution acknowledged externally and to have this recognised internally in increments and promotion.	3d, 1f, 1c
434	Comments from others might help me improve my own materials - and I would benefit from seeing others' materials and could use those in return for mine.	3b, 2c
439	It would help my students to learn! That's my main goal as a teacher.	5, 3a
442	Access to subject experts who could advise on content and review materials. (Note - I am an animator who supports academics and not a lecturer in my own right.)	2d

Q15 What restrictions would you want to place on the use of your teaching materials?

THEME KEY (sub-themes in small letters):

APPEARS:

1	GENERAL CONCERNS ON SHARING	8
	Sub-themes:	
	a - Different restrictions for different materials	a - 3
	b - Details of future use made to original author	b - 2
	c - Questionnaire raised issues not previously aware of	c - 1
	d - Plagiarism	d - 1
	e - Against sharing outside module users	e - 1
2	NON COMMERCIAL / COMMERCIAL USE	7
	Sub-themes:	
	a - Non-commercial / not for profit	a - 4
	b - Fee based use if commercial use intended	b - 3
3	ORIGINAL AUTHOR ALWAYS ATTRIBUTED	6
4	DERIVATIVE VERSION CLEARLY MARKED	5
5	TYPES OF RIGHTS LANGUAGES USED	4
	Sub-themes:	
	a - Creative Commons	a - 3
	b - UK copyright law	b - 1
6	LEGACY ISSUES	2
7	COMMENTS OFF-THEME	1

Total responses: 33

Response ID	response	THEME
4	this question seems to duplicate others. The important thing to me is that the original author is credited - even if the material is adapted.	3
6	Moral rights for removal of material should be maintained - should this arise.	6
9	I think it is important to be aware of issues surrounding plagiarism here.	1d
31	If the content is amended then the credit needs to be clear that it is a derivative version	4
38	Context specific: Attribution-NonCommercial-share alike or Attribution-NonCommercial-NoDerivs	5a, 3, 2a
68	acknowledgement of my authorship and university on any excerpts clear indication of exact nature of any modification	3, 4
78	Whether my name is on the material. I would like to know how it is used and whether there has been any developments upon it. Also contacted to explain how it can be used. This was the reason for the success of the 6 RSC Case Studies that I went to over a dozen Universities to explain how they can fit within their courses.	4, 1b
89	I would not be in favour of setting-up repositories at all - at the current time. If they were introduced - restrict to MODULE users at Loughborough only.	1e
94	Users respect UK copyright laws.	5b
119	the author one not a condition - more a preference	3
122	Not for profit use only	2a
128	This all needs to be negotiated on a scenario basis. Could apply in one case and not in another.	1a
145	Educational use only; not used for financial gain (or at least if it is - I want a piece of the action!).	2a, 2b
153	really depends on the resource and my situation at the time	1a

173	these questions raise issues I had never thought of	1c
194	appropriate citation	3
196	Creative Commons share-alike with attribution type of license	5a
202	as comment above	
259	If material modified should be state how - by whom and when	4
314	if open source - then clearly anyone can view the work(s). however - on research and related teaching/writing/film-video-sound works - authorship would have to be attributed and if used for purposes other than academic - fees would have to be collected.	3, 2b
366	re university - what if my university changed during the life of the work? would it be the one when I produced it - or the one employing me?	6
382	It would depend on the circumstance and the material	1a
393	No conditions e.g. can be used in any way without payment or registration	7
403	I would put this under a Creative Commons license: Non-commercial and Share Alike. For more information see http://creativecommons.org .	5a
434	Monitoring/tracking report available to me to indicate (as far as technology allows) who is using it - when and how.	1b
437	If I provide information for free - no-one else should be able to financially benefit from the material - and it should be used for non-commercial purposes only. If commercial use was of interest - this would need to be arranged and discussed specifically.	2a, 2b
442	Any changes should retain any disclaimers contained in the original copy. The changes made (and the author of those changes) should be indicated on any modified materials.	4

Q16 Any other comments

THEME KEY (sub-themes in small letters):

1	POSITIVE COMMENTS ON REPOSITORIES OR SHARING	30
	Sub-themes:	
	a. Sharing	a – 19
	b. Feedback	b – 7
	c. Repositories	c - 4
2	ASSERTION OF OWNERSHIP	23
	Sub-themes:	
	a. Assertions of ownership / IPR of teaching materials	a - 11
	b. Concerns over plagiarism, future modification or use without attribution / liability	b - 13
3	PRESCRIPTIVE ABOUT SPECIFIC 'WORKINGS', 'TYPE' OR 'CONTEXT' OF REPOSITORY	16
	Sub-themes:	
	a. Workings of repository	a - 11
	b. Type of repository	b – 3
	c. Context of repository	c - 2
4	MATERIALS	15
5	NEGATIVE COMMENTS ON REPOSITORIES OR SHARING	14
6	COMMENTS ON CULTURE OR ATTITUDES OF TEACHING ACADEMICS/INSTITUTIONAL POLICY/FUNDING	13
7	QUERIES / CONCERNS WITH QUESTIONNAIRE	8
8	REQUIREMENTS FOR SUPPORT, KNOWLEDGE AND INCREASED AWARENESS OF ISSUES TO DO WITH REPOSITORIES	8
9	COMMENTS ON POTENTIAL REWARDS OR RECOGNITION FOR DEPOSITORS	7
10	STATEMENTS OVER WHO IS / SHOULD BE DEPOSITING	3
Total responses:		137

Response ID	Response	THEME
4	Need to make this kind of thing a 'normal' thing to do. Need to provide the right kind of support so that it is easy for people to do.	6, 8
9	I think it is important to note that different repositories have different purposes and different audiences. My answers have been based on a repository that would serve the needs of the university I work at i.e. students/colleagues. I think it is important to note that academics in HEIs in the UK are working towards RAE and therefore knowledge is located within a knowledge economy that is competitive with high stakes to play for. Therefore academics will probably upload information onto repositories that has been published in the main else where or that would support students learning had they attended the session the materials were presented at. With this in mind a lot of the answers above become irrelevant because uploading onto a repository does not threaten academics' publications' profiles or career trajectories because the information in the materials will have already been disseminated through legitimate means recognized by the RAE. I find this circular argument very frustrating because I am working towards my own agenda of the democratisation of knowledge. Hence the structures that structure my intellectual work and its dissemination are in conflict with my personal goals. I am unable to move forward unless I conform to RAE requirements and publish in peer reviewed journals. I am unable to conform to RAE requirements whilst engaging with the democratisation of knowledge where my work is freely available to all before it has been published through peer reviewed journals. It is therefore highly likely that academics will use the repositories as stated earlier but will only upload materials that are already "out there" Therefore the materials will probably be only useful to students or to colleagues who are interested in browsing other departments' VLE's for personal interest. Also issues of plagiarism are significant here.	3c, 6, 2b

17	Information of this kind, should be freely available, but contributions should be recognised financially or as workload by their institutions	1a, 9
18	my stuff is class specific so hard to generalise	4
19	I haven't had a lot of experience of this, so I have answered to the best of my ability. In an ideal world I believe in making things freely available, but I do think attribution is important, and hence things should not be altered, or should be clearly marked "modified from material originally by..." with reference to the original unchanged source material.	1a, 2b
25	I'd like more support on Creative Commons Licensing in UK education.	2a
31	Good stuff!	1a
41	Just that I don't think this is the right problem to address. I don't see people swapping lesson plans in the senior common room, although I do see them swapping research papers from time to time. I'm concerned that this misses the point of how people design their teaching.	5
42	I find this an emotive subject. In an ideal world, it is a wonderful idea - allowing the sharing of best practice. In reality, it allows lazy lecturers to skimp on teaching and contributes to the de-skilling of lecturing.	5, 1a
44	Although I have completed the questionnaire, I have doubts about its validity. In many cases, the appropriate answers depend on the nature of the submitted material and design of the repository. So, for example, I could not agree to open use of core resource based teaching materials designed to serve the interests of OU students, but I could happily allow open access to resources generated specifically as part of a collaborative project.	7
45	I have in the past created web-based tutorial material for another HE institution, on secondment, and subsequently that HEI has sold this resource on to more than 60 other HEIs (at £1500 each time). While i am pleased that my work is being widely used and proving to be beneficial to a large number of students, I have never received any monetary reward for my work!	9
55	Re. Q17 To enter the competition, I have to provide my email address. But by doing so, I also provide my details to imply that I wish to take part in further discussions - you do not currently provide an opt out of further discussions option.	7
58	I think the idea of a national base of materials is good. As long as there were no restrictions as to the software package used to prepare the materials (what suits one teacher may not suit everyone)	3b, 3a
60	As my comments probably make clear, I am just about completely opposed this is idea, because (1) teaching and learning cannot and should not be reduced to 'learning outcomes', and this means that teaching materials cannot and should not be transferred from one individual to another willy-nilly, and (2) teaching materials are the products of years of creative, engaged work. I give ideas and materials away freely to individual teachers I know (or who contact me: I am a leader in my field internationally), and I make a lot of material available to my students, and am constantly expanding, revising and updating it. What I don't want is (1) anyone at all to make money out of my teaching (other than the indirect way that my students and employer do anyway!), or (2) to do anything to promote the illusion that learning/teaching can be divided up into little chunks and learnt by rote. Almost all printed textbooks that purport to be about how to teach something are arrant nonsense, and I see no reason whatsoever to assume that changing the medium to an electronic form would produce anything other than more rubbish.	5, 2a
65	The repository would need to set out clear guidelines for submission of materials	3c
66	The big concern is about being "ripped off" I put in all the effort to create the material and someone gets to use it for no cost / no effort and so has the time etc to do other things that get them money / kudos / promotion / etc	2a, 5

74	I'm assuming that assessment practices are also included here. Examples of innovative assessment could also be part of subject-based repositories. A lot would depend on the organisation. I think materials are best obtained from a subject-specific site. However, lecturers can learn a lot from commentaries on new teaching and assessment practices from other disciplines. So the extent of password-protection and the information architecture of a repository would have to be carefully designed so that users are not shut out of areas they might find unexpectedly useful.	4, 3b
78	It is really nice to find other people use the materials. I like to hear about it and get feedback from my colleagues. Teaching materials evolve and it is through this that they improve.	1a, 1b
82	law materials must be constantly updated. Would be concerned that inaccurate material was still available. Would not want to be responsible for people acting on what would of necessity be only a fraction of the story.	4, 2b
89	I regard these resources as "my own / Loughborough's own IP" (having developed them over many years) and would not be keen on depositing in a repository. Certainly not if it meant a massive amount of time to do so !! Other than selling the resources (to registered users) - which I do NOT agree with anyway - I cannot see any advantage in using repositories in this way, except possibly to "publicise" our teaching resources and courses, i.e. as an external marketing / publicity issue ?	2a, 5
108	COMMENTS TO QUESTIONNAIRE: - no reference to international repos. made! - re your questions above, "sometimes" would be the correct answer for me e.g. Q4	7
117	Should allow accreditation, just as a doctorate can be achieved by publications in some universities. perhaps it could be included towards professional development in relevant fields such as education	9
119	I think that the questionnaire is highly dubious as the questions are slanted by a strong set of assumptions about repositories, how they should be used and why people contribute and what the inhibitors are. This was made even clearer in the covering note, and the questions it asked and the way they were phrased. Talking to many people over the years the real reasons that people don't contribute seem to be (in no particular order: - ignorance of the repositories - effort involved - problems over rights clearance of eg. photos in them - deposit requirements eg. for Jorum the institution has to have signed a license - not believing that others will want to make use of their materials - materials not in a suitable form - materials not good enough to worth sharing (and that may just be that they are rough at the edges) - fear of being judged - not caring (much) about teaching (HE rather than FE that one)	7, 6
122	There are too many repositories developing. Either need to consolidate or create a real, cross-repository search engine. NOTE: about the rights question, in our institution, copyright is jointly held by author and institution. Also, your survey assumes it is pretty much just academics doing this. There are many other types of staff contributing who should also be recognised.	3a, 3b, 10
128	Some responses appear rigid - answer may change depending on situation.	7

135	I think there is an issue in any discipline that moves quite quickly, as material becomes out of date, and therefore needs more amendment and is therefore less useful. This is even more the case if the material is packaged up and not easy to amend. I also want to tailor my material to the needs of my students, and in line with my pedagogic approach and my approach to my own discipline. In fact in information science there aren't good cheap textbooks, but in marketing (which I do some teaching in) there are very good up-to-date textbooks, and I think that it is pointless to create repositories of material that do a less good job than well-respected textbooks of covering basic ground. Actually, thinking about it, I'd rather collaborate on producing a good multimedia "textbook" in information science online, that was available freely, than uploading lecture material. It may seem very "traditional" but I would rather have other people's material to use in this kind of way, and be more creative in my teaching with my own material. In my teaching, quite a lot of time is spent in exercises tailored to the needs of my students - the value is in what they create, not just what I create for them - and you can't put that in a repository. (Though this is also why other people's case studies of practice can be illuminating) A great deal of money seems to have been spent on creating learning objects etc that don't seem to get well used, and I think rather than telling lecturers how they ought to be doing things (like naughty children), there needs to be more empathy in funding bodies trying to understand what would actually support teachers in their pedagogy. Am also ashamed to realise I don't know the intellectual property situation! I would assume that the IP rights are actually the university's as teaching is part of my official duty. I would expect to leave behind my teaching material when I go, and if colleagues take over my sessions then I make them available to them (though usually expect some small acknowledgement if they are using chunks of them). However, I also expect the uni to let me take material with me when I leave, and I don't expect them to sell my stuff on to someone else.	4, 5, 8, 2a
139	The key issue is that materials in isolation are not much help. The rationale and framework for practice would be more helpful and some evidence of proper evaluation would be better still. I would want evidence that it worked for student learning so I would expect my contribution to have to demonstrate that.	4
142	Actually, I think the major problem with repositories is one of information discipline - that is you need to have a good classification structure to organise the resources - a search engine isn't enough on its own. That at least has been my experience with using a VLE as a repository.	3a
148	Ideally all should be placed on the web and be available to everyone (internationally too). Authorship should not be obscured though.	1a, 2a
153	it is difficult to lump everything into 'teaching materials' and then glean attitudes - attitudes change a lot and have many dependencies	7, 6
154	I am strongly of the view that if staff wish, then their material should be freely visible to all (you don't get the degree if you don't take and pass the assessments!).	1a
168	Without adequate peer review, such materials are essentially useless and in fact could have a severe detrimental effect on teaching and learning. Registration should only be permitted for teachers with recognised experiential qualifications or formal teaching qualifications in the appropriate subject area.	3a, 10
173	I started this questionnaire thinking: give freely; I ended it thinking: what are the possibilities here for deception (passing other people's lectures and ideas off as one's own) and vindictiveness (inserting comments in other's materials to belittle or vilify their material or ideas)	5, 2b
180	The most likely material I would submit is photographs. Here there are issues of technical image quality and accuracy of captions that the questionnaire does not pick up. That is more important than the 'peer review' aspects	4
192	Its hard to answer some of the later questions above as it all depends under what circumstances the materials are being used as to whether I'd be happy for what you propose to happen to them.	7

193	There should be more National funding available to Universities to support the conversion of legacy materials. We need new models of deployment including the creation of new types of posts that recognise the different skills set that is involved in production and delivery of teaching materials online (distance & blended) compared with face to face. Needs to be a teasing out of roles in the process. Specialist support roles, such as instructional designer and multimedia developer are needed that are not part of the skills repertoire of most academics. Without adequate time, resources, appropriate skills, recognition, and backup support it is virtually impossible for academic staff to produce reusable learning objects to the required standard themselves. A key point is that this requires the development of new approaches to Assessment, Learning and Teaching that is recognised in deployment, reward and promotion. Also need to recognise that support for students is no longer the sole responsibility of the tutor. Learning technologists also have an increasing role in bridging the divide between technology and learning and in building capacity. There is only so much pushing "bottom up" that can be done. Ultimately this will only become a reality if we have Senior Managers that are well informed, understand the issues, and recognise the transformational possibilities. This will then (hopefully!) feed forward into strong "top-down" support. This will equally only happen if there is a strong steer from Government, HEFCE etc. that will influence Institutional thinking.	4, 6, 8, 6, 10
194	Has implications for student plagiarism and assessment.	2b
198	this survey did not give the option of commenting on my contribution to a international repository, which I do, in an aspect of my work	7
200	I think images particularly in my area would be invaluable.	4
216	I have previously given away my entire course notes (as 10 PowerPoint files comprising about 500 slides). I have no problems with other people using the material, but I would like feedback so that I can modify and improve.	1a, 1b
229	Interesting Survey. It would be good to see the results.	1b
238	it requires time and energy to make materials for teaching and these are often tailored to courses and lecturers - it is hard to envisage how such time and energy could be acknowledged or rewarded by making these materials freely available to all users in a national repository	5, 2a, 3b
242	I'm a part time teacher, part time writer. I would like the same control and copyright in my teaching materials that I have over my original work, sold on a freelance basis to producers and publishers. My contract is a contract to teach, and to administer the courses I teach; it does not and should not provide for my employer to deprive me of my rights of moral ownership of my own intellectual property. Hollywood and British TV companies might get away with that, but they pay a lot of money for it. And it's still not right, in my opinion. I am not compensated contractually for the exploitation by other people of the teaching materials I write, and so I expect to limit access to that material for the use of the students I'm teaching. I also use the material myself in other contexts, such as workshops and schools visits, and I need a practical method of enforcing my copyright in order to protect my livelihood. I think 'repositories' of the kind you're describing, if access were free, would be a bit like legalising music piracy on the net. There the solution to protect musician's copyright has been a download licensing system; a model academics could also adopt. Are you consulting the unions in the course of this research? I would recommend that you do so. The Writer's Guild have been considering these issues for some years. I'll mention your survey to them.	2a, 8, 5
244	Since the material is designed to address Learning Outcomes at UoG, I'm not sure how useful it would be for other courses - much is tailored to particular groups of students at particular times.	5
248	I insist on author attribution not for copyright reasons, but so that there is someone whom the reader can contact if they find errors in the material or can think of specific improvements to be made. It's like open-source software: someone still has to have control over the releases, and that may as well be the author.	1b
253	13. Above is a question which cannot be answered as copyright belongs to both person and individual based on a contractual boundary position in post-92 universities. See separate e-mail communication.	6

254	very mixed feelings! Altruistically, I believe learning should be free of cost etc. and openly accessible. But I have had experience of material I've produced being misused, not maliciously but through lack of imagination. In other words, personal material personally delivered is more likely to have the effects intended than when delivered by someone who hadn't thought through it in the way that its author had. So, I like the idea of open-access material, but am wary of the 'wrong' people trying to make use of it.	1a, 2b
260	As long as I am acknowledged as the author, teaching materials should be shared in my subject area in order to improve the quality of training.	2a, 1a
262	As mentioned above I am keen to avoid re-inventing the wheel and would prefer to cooperate with colleagues thereby achieving more than can be achieved alone.	1a
269	I am very interested in the results of your survey as we are thinking about resources being made as part of the CETL activities and possibly put on line (VLE probably). This may include video, visual materials and case studies of teaching and learning. Most use is made of course-based resources here through the VLE, so many of the issues realised in your questionnaire have not yet arisen, but should be discussed.	1c
277	Having done this survey, I am still unsure why I would want to contribute. In the end it would, I think, largely depend on whether I could get enough useful material from such facilities to make it worth while being involved.	4
285	The main barrier in terms of time in terms of actually making them useful to someone else (especially lecture notes). It would be like preparing a module for eLearning where you have to write everything down in terms of examples etc. otherwise lecture PowerPoint slides would be of limited value. A resource bank of 'things' that can be slotted into lectures - images, video clips, short case studies, group case studies, graphics of models etc would be much more flexible and relevant. Students need stimulating visual images, graphics and sound bites to keep their interest.	4
289	This will take all the individuality out teaching, lower standards and make us all clones. What ever happened to 'teaching' as an interactive, face-to-face activity?	5
296	Section 4: Use of Repository needs another choice, i.e. "It did not take long to establish that what I was looking for wasn't there" - because in practical terms, this is what wastes an academic's time more than anything else.	5
297	When I retire, I would like to think my teaching material was available to anyone who might find it useful.	1a
310	These issues are well worth pursuing and I was glad of the opportunity to give them a few moments' thought. Worth considering the aggregate risk (which individual respondents probably won't be much worried about) that too much use of online repositories might result in homogenised teaching at least within subject areas, and loss of individual creativity in the development of teaching materials (i.e. if everyone relied more and more heavily on borrowed materials, and less on independently created materials).	5
312	In terms of contributing to a repository that is available outside the institution: I have yet to hear a good justification for doing this. In fact I believe there are good reasons not to do it. Also I'm a bit confused about who owns what. If the university pay us (a salary) to produce teaching material, surely they can tell is what use to put it to? What is the university policy on this area?	5, 6
314	live streaming is an important avenue which needs to be looked into in greater detail -- especially now that iPods and whatnot can load down moving image. right now it seems as though the availability of teaching materials is limited to the 'written/printing press' school of thought and we've not quite grasped the important difference between web and printing press.	8, 6
318	My main concern is proper financial reward for all the work I have put in. I am not interested in providing material free of charge.	9

319	The main thing that stops me sharing teaching material currently is that I am unclear about IP. I put a lot of work into my teaching materials and I am happy to share them if suitably protected/acknowledged, just like publishing a textbook - of course royalty rewards would be an added incentive (though not essential).	2a, 1a, 9
332	These issues should be debated more widely in the academic sphere so that we can formulate our ideas more carefully. What you have here are merely my initial thoughts on a subject about which I am very ignorant.	6, 8
350	I am not currently teaching but hope my input is of some value	4
353	I currently display teaching support material on our Faculty VLE. It is not obligatory but strongly encouraged. This is easily available and obviously useful, and has no restrictions on upload of material. Depending on availability of my time (limited!) I would consider using and contributing to an outside repository, but I think other conditions should apply to this - less freedom, more scrutiny. Because of the way the questions are phrased above, my answers might not reflect this.	6, 1c, 3a
358	Third-party risks are the important issue. It is not reasonable to ask teachers to place their materials in a repository and expect them to indemnify users against various risks.	2b
364	I think users get out of a repository what they put in and hesitancy over the use of such repositories stems from others also delaying to see what happens. Too many repositories spoil the broth as well, one national repository for each subject area would be ideal, rather than the odd JISC-funded project here and another institutional collaboration there etc. More of a strategic approach is required, and JORUM is perhaps the closest example I have seen to this sort of approach to date.	1a, 3b, 6
366	I wouldn't want to give control away, but would be willing to share for academic/non commercial purposes	2a, 1a
380	I would be happy to share teaching materials - but there must be some controls to prevent plagiarism particularly by students. I would always wish to have my work credited, as I would wish to credit other people's work.	1a, 2b, 2a, 2b
384	It is my opinion that intellectual property restrictions are damaging both our creativity and our learning and research. It is important to be assured of the quality and source of the material before using it.	3a
402	I really enjoy designing creative courses for higher education and would like to know more about which repositories my work could contribute to. I write HN Units for SQA and Inverness college (some of which are designed for self-study, with occasional tutor-input, and reference to on-line resources).	1c, 8
408	Sharing resources, in particular images and diagrams would be very useful but IPR has to be safeguarded.	1a, 4, 2a
413	Personal experiences of VLEs is mostly exploratory at present. Systems likely to need better help menus and other support to encourage use for teachers (as well as students). In practice institutions need to provide accessible and practical support. Repositories in general are likely to be useful and enriching for teaching. The need to establish a good exchange between users and contributors is desirable. Case material can be drawn from many sources. Some mediation, editing, moderation for quality control desirable. Suitable metadata, guides etc need to be developed for good subject access.	6, 8, 1c, 3a, 3c
416	I'm happy that certain of my materials should be made available freely, with certain conditions . I am the Information Literature Learning area co-ordinator for Learn Higher CETL (see HEFCE website for details) . Activities relate a great deal to what you are looking at. Contact me if you like.	1a, 2a
420	My comments are about teaching materials and some research data	4
425	Feedback by other academics using my learning resources would be useful	1b
426	Just happy to have contribution acknowledged externally and to have this recognised internally in increments and promotion. If people want to make money out of it, then I want a share. But otherwise I am not too fussed.	1a, 9

434	Most projects like this founder because no-one is prepared to pay academics for their work and once the initial enthusiasm wears off you end up with materials which haven't been updated. Royalties on download would be an excellent idea. This, linked with free user comments on the quality of the materials would encourage people to produce good materials and keep them updated (to keep 'sales' up).	4, 9, 1b
442	It might be prudent to recognise that search engines can be the first port of call when anyone searches for learning materials. Dedicated repositories need to offer a measure of quality, or other additional features, in order to be justified.	3a
445	I would like to know how others have modified it or adapted it to their context.	1b, 4