



# Rights and Rewards Project

## Academic Survey: Final Report

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## 1. Introduction

As part of the JISC funded Rights and Rewards in Blended Institutional Repositories project, a motivational survey was undertaken. A questionnaire addressed to all academic staff in UK Further Education (FE) institutions and to specialists in the field of Teaching and Learning (T&L) was available online. The aim of the questionnaire was to gather views on the use of an institutional repository (IR) for the deposit of teaching and learning materials. Two of the main areas of interest were:

- What '*Rights*' would individuals expect to exert over the teaching materials they deposit into a repository?
- What '*Rewards*' would motivate them to deposit their teaching materials?

This report outlines the activities undertaken in the preparation of the questionnaire, including brief notes on the pilot studies. It also details efforts to advertise the survey and provides a analysis of the responses.

## 2. Methods

Project team members devised the survey questions and pilot studies were carried out with selected members of faculty and information professionals at Loughborough University. A total of six pilots were undertaken, four with faculty members and two with information professionals. These were based on a paper version of the questionnaire, but participants were informed of its intended method of delivery, i.e., electronic. Comments received during the course of the pilots are discussed in the Pilot Survey section (4.1) below.

An online questionnaire was created and was available for the period 5th September to 31st October 2005. A total of 430 valid responses were recorded, duplicate submissions were excluded from the analysis. Library and Information Statistics Unit (LISU) carried out a statistical analysis of the survey results and have identified significant correlations. Relevant correlations are included in this report; the report from LISU is listed in Appendix A.

The participation of as many individuals from as many institutions as possible was sought so that a broad range of views was represented. In order to achieve this, the survey was widely publicised by email contact with:

- Representatives from Higher Education Academies (HEA);
- Pro Vice-Chancellors for Teaching, Deans for Teaching, Faculty and Department Heads at UK HE institutions;
- Staff at Learning and Teaching support centres;
- A variety of email lists.

755 email communications were sent to 98 UK HE institutions where email contact details were made available online; 56 Individuals in HEAs were also approached. 15 Email lists were targeted including CETL-network, lis-link and lis-sconul. The email circulated requested that the recipient advertise the survey to colleagues. Confirmation that this occurred was received with information being disseminated via HEAs websites, eBulletin's, email lists and so on. The Pro Vice-Chancellor for teaching at Loughborough agreed to send out an email to all academic staff asking them to complete the questionnaire; this led to an increase in responses from this group.

Some participants stated that there was no mention of international repositories and that sometimes this might be the right solution. The survey was criticised by some participants as there was a perceived

bias towards motivators of a financial kind at the expense of more altruistic reasons for sharing their teaching materials.

## **2.1 Pilot Survey**

The pilots were run consecutively rather than all at one time. They brought to light a general lack of awareness of some of the terms used in the questionnaire. The definitions provided were revised and added to the introductory information at the top of the survey. It was also suggested that academics like to be made aware of the scope of the information they are presented with. For this reason, a table of contents was provided. The length of the questionnaire was thought to be an issue; this may have resulted in only people with an interest in the topic responding to the survey. As a result of the comments received, and where possible, the questions were revised after one pilot in preparation for the next.

An additional question was put to the academics in the pilot asking about departmental policy for the sharing of teaching materials. None were aware of any policy statement, though two stated that they do not share outside their department, so this would not be an issue.

## **3. About you**

The first section of the questionnaire asked for information on: respondents' subject discipline; job title; institution and department; and length of time employed in academia. The final question requested details about current practice in relation to the availability and storage of teaching materials.

### **3.1 Analysis**

**Table 1: Q1c. What institution do you work in?**

Institution type	Totals
UK university pre 1992	221
UK university post 1992	143
UK college of FE/ university college	42
Other	20
Not stated	4
Total	430

Table 1 lists the institution type of respondents. Questionnaires were submitted by a broad cross section of institutions across the UK, 88 distinct institutions were counted. Responses from Loughborough University staff numbered 58 (13.5%).

Subject disciplines have been categorised using the JACS subject coding system for principal subjects (n.d.). These are recorded in Table 2; the total exceeds the number of responses to the survey as some respondents listed more than one subject area.

**Table 2: Q1a. What is your subject discipline?**

Subject collections	Totals	Percentages
C,D,F (Biological Sciences, Veterinary Sciences, Agriculture and related subjects)	87	20.2%
L,M,N (Social Studies, Business & Administrative Studies)	81	18.8%
X (Education)	66	15.3%
G (Mathematical & Computing Sciences)	61	14.2%
A,B (Medicine & subjects allied to Medicine)	43	10.0%
H,J,K (Engineering, Technology, Architecture, Building & Planning)	39	9.1%
P (Mass communications & Documentation including information services)	33	7.7%
V,W (Historical & Philosophical studies, Creative Arts & Design)	28	6.5%
Q,R,T (Linguistics, classics & related, Languages, Literature & related)	28	6.5%
Total	466	

**Table 3: Q1b. What is your job title?**

Description	Totals	Percentages
Lecturer	118	27.4%
Senior Lecturer / Subject Leader	106	24.7%
Professor / Chair	42	9.8%
Centre Manager / Head of Department / Head of School	38	8.8%
Research Assistant / Associate / Fellow / Reader	37	8.6%
Teaching & Learning Support	29	6.7%
Technical / computing / IT Staff	15	3.5%
Teaching Fellow / University Teacher / Technical Tutor	14	3.3%
Library / Information Services	8	1.9%
Project Officer / Project Co-ordinator / Consultants	8	1.9%
Associate Dean / Deans	6	1.4%
Other	3	0.7%
Teachers in Further Education / Colleges	2	0.5%
Senior University Management	2	0.5%
Secretarial, Clerical, Ancillary	1	0.2%
Student support services	1	0.2%
Total	430	

Responses were received from individuals with a wide range of job titles (Table 3) but two categories have much higher percentages. These were ‘*lecture*’ (27.4%) and ‘*senior lecturer / subject leader*’ (24.7%). Length of time in academia varied with 36.3% having above 15 years experience and 20.2% less than 5 years (Table 4).

**Table 4: Q 1d. How long have you worked in academia?**

Time	Total	Percentage
Above 15 years	156	36.3
6-10 years	93	20.7
11-15 years	89	21.6
Less than 5 years	87	20.2

The next question provided information about current practice in relation to the placement of teaching materials. The majority (53.5%) made use of their institutions Virtual Learning Environment (VLE). Statistical analysis using the Chi-squared test show that respondents in post-1992 institutions were

significantly more likely to use a VLE, those in FEs were less likely to do so. 51 individuals (11.9%) reported that their teaching materials were placed into a repository. This gives an indication that repositories for teaching materials are already being actively used by some individuals in academia.

**Table 5: Q2. Which of the following do you currently place your teaching materials into?**

Store	Number	Percentage
VLE	230	53.5
Departmental store	115	26.7
Personal website	115	26.7
Other	85	19.8
Repository	51	11.9

A total of 100 responses listing 112 storage options were recorded in the ‘other’ textbox. Additional locations for the storage of teaching materials listed are recorded in Table 6.

**Table 6: Q2. Other**

Storage option	Number	Percentage
Other Electronic Store	35	31.3
VLE / MLE / assessment system	25	22.3
Personal computer	14	12.5
Digital storage media / archives	14	12.5
Repository	9	8.0
Hard copies	9	8.0
None	3	2.7
N/A	3	2.7
Total	112	100.0

A combination of personal storage and publicly available solutions were recorded. There does seem to be evidence of lack of awareness of the nature of the systems being used. Although 230 respondents reported using a VLE, an additional 25 (6%) named proprietary or in-house systems as ‘other’ storage solutions.

### 3.2 Discussion

The questionnaire attracted responses from a wide variety of individuals and it was valuable to have input from senior management as they can be the decision makers within an institution and, in most cases, can be the people to get on side if cultural change is to be made. It was also valuable to gain responses from most universities within the UK so that the results reflect a general view rather than a bias one.

With over one third of participants having over 15 years of experience in academia one could suggest that it might be more difficult to change their attitudes and practise of creating and sharing teaching materials. However, VLEs were the most well used type of repository, with over half of all participants placing their teaching materials into one. This demonstrates that they are well used despite the fact that they are a relatively new technology. Table 7 shows the number of participants in the survey, their length of employment in academia and whether they are in the habit of placing their materials into a VLE.

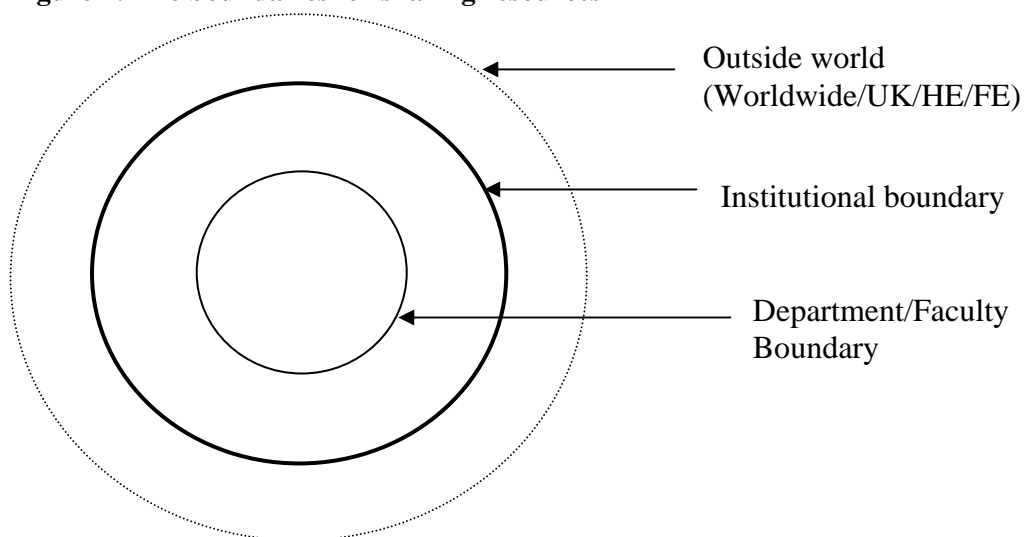
**Table 7: Q1d How long have you worked in academia and Q2\_VLE Cross tabulation**

	Q2_VLE		Total
	No	Yes	
Less than 5 years	56	31	87
6-10 years	40	53	93
11-15 years	34	55	89
Above 15 years	67	89	156
Total	197	228	425

This illustrates that the longer the participant had worked in academia the more likely they would be to place their work into a VLE. A lack of experience may therefore be a barrier to placing materials into a VLE.

It is clear that the number of people willing to share within their institution is high yet; sharing outside of this is unpopular. The boundaries for the sharing of resources are shown in Figure 1.

**Figure 1: The boundaries for sharing resources**



The thicker the line is, the stronger the boundary is, and it is clear that many people are currently placing their materials into stores within their institution. These resources are either for personal use, retained within departmental boundaries or placed into a VLE. Resources in a VLE can of course be restricted to use by a faculty or department and at most are accessible to the whole institution. Many respondents stated that their materials are available via a website, either departmental or personal, with the latter mostly being more open and accessible to a wider audience.

#### **4. Use of repositories**

This section looked at the variety of repositories available, and levels of awareness and use of these. It also asked respondents to consider the type of content that they would regard as useful for a repository to contain.



#### 4.1 Analysis

**Table 8: Q3. Please tick the columns which are appropriate to your experience of ‘learning object repositories’ (or databases of teaching materials)**

	Heard of %	Downloaded material from it (% of those who had heard of it)	Contributed material to it (% of those who had heard of it)	Will use Again (% of those who had heard of it)	Will look Up
<b>National/International General Repositories</b>					
JORUM	25.1	13.0	5.6	17.6	26.7
MERLOT	17.9	37.7	0.9	17.6	27.7
<b>National Subject Based Repositories</b>					
EEVL: Internet Guide to Engineering, Maths and Computing	18.8	29.6	2.5	14.8	13.3
Higher Education Academy Engineering Subject Centre Resource database	16.3	37.1	10.0	17.1	12.8
UK Centre for Materials Education	9.1	25.6	7.7	12.8	17.0
<b>Regional Repositories</b>					
Yorkshire and Humberside Learning Repository	4.4	10.5	21.1	10.5	19.8
Object Warehouse for Learning (North East)	3.0	0.0	7.7	0.0	19.5
<b>Other Repositories</b>					
BUFVC - Moving Image Gateway	19.5	29.8	1.2	17.9	19.3
TRILT - Television and Radio Index for L&T	15.1	29.2	1.5	13.8	23.3
BBC Motion Gallery	15.1	29.2	1.5	13.8	23.3
Other (please state)	7.0	93.3	43.3	43.3	3.3

Table 8 illustrates levels of awareness in academia of a selection of repositories. The highest levels of familiarity were demonstrated for JORUM (25.1%) and MERLOT (17.9%). JORUM is a relatively new initiative and is much in the news at the moment as its launch as a full service is expected soon. This may go some way to explaining the high level of awareness of it. MERLOT has been around since 1997 and it provides resources for faculty and students in HE. Anyone can access materials in MERLOT, but you have to become a member to add resources. EEVL: Internet Guide to Engineering, Maths and Computing (18.8%) and the HEA Engineering Subject Centre Resource database (16.3%) were well known although it was noted that responses to the survey from engineering disciplines were not as high as other faculties. However, EEVL has been around for many years and does cover subject areas other than engineering.

There appears to be a gap between awareness (*‘heard of’*), download (*‘downloaded material from it’*) and deposit (*‘contributed material to it’*) to these repositories. Having heard of a repository does not necessarily mean that material will be downloaded from or contributed to it. In the case of EEVL, for example, 81 (18.8%) of individuals had heard of it, 24 (29.6%) had downloaded material from it but an even lower figure of 2 (10.5%) reported that they had contributed to it. The difference between download (*‘downloaded material from it’*) and re-use (*‘will use again’*) was not as marked. Generally speaking low levels of contribution to all of the repositories listed was seen. It was encouraging to see that high levels of interest were expressed in response to the introduction of a new repository to the respondent. Expressing the intent *‘will look up’* a repository often exceeded the number of responses indicating that respondents had *‘heard of’* it.

**Table 9: Q3. Other repositories**

Storage option	Number	Percentage
Higher Education Academy	23	21.5%
Subject specific repository	39	36.4%
VLE/proprietary	4	3.7%
General repository	15	14.0%
Multimedia collection	19	17.8%
Other	47	43.9%
Total	147	

Note: (% based on 107 participants)

A total of 107 (24.9%) responses were submitted to the ‘other’ text box (Table 9). The Higher Education Academy repositories scored well with 23 responses. MIT OpenCourseWare (<http://ocw.mit.edu/index.html>), BizED (<http://www.bized.ac.uk/>), FERL (<http://ferl.becta.org.uk/>) and book publisher websites were mentioned by four individuals each. SCRAN (<http://www.scran.ac.uk/>) and Stòr Cùram (now known as the Learning Exchange) (<http://www.storcuram.ac.uk/>) each received three mentions. Ten respondents were not aware of any of the repositories mentioned.

**Table 10: Q4. 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?**

	Strongly Agree %	Agree %	No Opinion or don't know %	Disagree %	Strongly disagree %
<b>Use of the repository</b>					
It did not take long to find what I was looking for	8.1	48.4	14.0	26.9	2.7
The repository was easy to use	17.5	56.7	13.4	18.7	3.7
All the links to the resources were accurate and still live	7.7	36.6	22.4	26.2	7.1
I was prohibited from downloading large files	1.7	6.6	36.5	38.1	17.1
I could not use the material found because it was not compatible with the software I have	0.6	12.2	24.3	51.4	11.6
<b>Quality of content</b>					
The material I found was of good quality	11.8	57.8	19.3	9.6	1.6
The material I found was relevant to the way I teach	10.4	40.1	30.8	16.5	2.2
I would have preferred to use a subject based repository rather than a general one	19.2	39.0	29.7	8.8	3.3
I would have found peer reviewed material more helpful	13.6	38.0	31.5	13.6	3.3
<b>Copyright issues</b>					
It was clear how I could use or modify the materials in relation to copyright	7.0	26.9	26.9	31.2	8.6
Once downloaded it was easy to find the details of the author or any copyright information	7.6	29.2	33.0	21.1	9.2
<b>Met your expectations</b>					
I found it a useful way to find colleagues from other institutions active in my subject area	3.3	24.6	37.7	25.5	8.7
I found that my workload was reduced due to the easy access of materials	15.4	21.1	29.2	36.8	7.6
I have found other user's comments on each resource helpful	3.3	23.8	50.8	17.1	5.0
I don't want to use a repository	2.9	3.5	16.4	43.9	33.3

The analysis that follows was made by grouping the first two categories of response together (‘strongly agree’ and ‘agree’) and the last two (‘disagree’ and ‘strongly disagree’). The numbers of responses to these questions were between 171 and 187, the percentages have been calculated accordingly.

#### 4.1.1 Use of the repository

Views on the use of repositories demonstrate that in the main, individuals have had positive experiences. In particular, this can be seen reflected in the responses to ease of use (64.2%) and time spent locating material (56.5%). More than half (55.2%) were not prohibited from downloading large files and 63.0% *'disagree'* or *'strongly disagree'* that they were unable to use the materials once retrieved because of incompatibility with their own software. There was roughly an even split between those agreeing (44.3%) and disagreeing (33.3%) that links were accurate and live.

#### 4.1.2 Quality of content

Respondents tended towards the view that the materials they found were of good quality (69.5%) and relevant to the way they teach (50.5%). This may be an indicator that materials are successfully being re-purposed by academics. A preference for subject-based repositories was expressed by 58.2% of respondents, perhaps because this gives a perceived guarantee of the level of subject relevance to users. We could speculate that time spent locating materials in a subject-based repository might also be reduced and this issue is reflected in some of the free text responses in the questionnaire. Although the quality of materials was good, a need for peer review was expressed (51.6%). Q10 (see section 6.1 below) gives an indication of the level and format that the process may take. Reference to other questions provides an indicator to the importance attached to peer review. Not want their materials to be associated with others of a lesser quality was a reason given for not contributing teaching material to a repository by 21 individuals (see Table 17). Respondents also indicated that future contributions to a repository would be *'much more likely'* or *'likely'* if a specialist panel reviewed material to guarantee quality (58.4%).

#### 4.1.3 Copyright issues

One reason an academic may have for accessing others' materials is to modify such materials for inclusion in their own teaching. The availability of clear statements of copyright is therefore essential. Of those responding to the survey, with prior experience of a repository, 39.8% reported that it was not clear how materials could be used or modified within the guidelines for copyright. Once material was downloaded only slightly higher numbers reported that details of the author and copyright information was easy to locate (36.8%) over those having difficulty in accessing this information (30.3%).

#### 4.1.4 Met your expectations

The results show that users are clearly in favour of using repositories. There does not appear to be any associated reduction in workload as a result of repository use, only 26.5% reported this to be the case as compared with 44.3% who disagreed that this was apparent. A repository was found to be a useful way to find colleagues in the same subject area by 27.9% and 27.1% have found others comments on resources helpful.

A total of 35 individuals gave 41 reasons for not wanting to use a repository. These ranged from: issues with the materials they contain such as quality, re-use and not finding anything useful to usability problems relating to repository systems and lack of time (Table 11.).

**Table 11: Q4. If you don't want to use a repository please give your reasons**

Reason	Number	Percentage
Issues with materials	9	25.7
Usability problems	7	20.0
Lack of / limited awareness	7	20.0
No need / no interest	4	11.4
Other / not applicable	4	11.4
Lack of time	3	8.6
Intellectual property	3	8.6
Can't generalise	4	11.4
Total	41	

Note: (% based on 35 participants)

Some expressed the view that repositories were a new concept to them and that they would need some time to fully investigate their potential. One person felt that these materials were a valuable asset to a university and should not be given away to others. Another expressed the opposing view "I would only be interested in a repository if it was completely open". The lack of equipment and difficulties in motivating students was cited by one respondent, "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". Several people expressed interesting comments about the materials contained in repositories: "I have so far not found anything particularly relevant to my teaching"; "The materials contained there within are invariably of poor quality"; "I have not found a repository that has useful material that I cannot get from the web or through on-line journals"; "I would rather produce my own material which I have thought through and can rationalise and defend theoretically". One individual expressed the view that repositories were "Too complex - prefer one stop shop - good old Google". Similarly "Current repository technology is too primitive". Three respondents felt that they could not answer the question as their response would vary according to the repository they had in mind.

**Table 12: Q5. In an ideal teaching repository what content would you find useful?**

Useful content type	Number	Percentage
Photos, images, diagrams or movies	361	84.0
Text based resources lecture notes or examples	306	71.2
Links to external sites (subject or technology)	294	68.4
Case studies or papers, highlighting an exemplary teaching practise (e.g. methodologies, examples of materials, assessment methods) for your subject area	293	68.1
Exemplars for a particular method of innovative teaching and learning	279	64.9
Collections of teaching materials in a package with specific learning outcomes stated for collection - equivalent to a unit of learning	257	59.8
Computer Aided Learning (CAL) software (subject based)	228	53.0
Reading lists (subject based)	239	55.6
Exemplars in methods of learner management or administration	148	34.4
Other	28	6.5

Overall, a high response rate to all the content suggestions can be seen with the highest figure recorded for 'Photos, images, diagrams or movies' (84.0%). This area also scored highly as a preference in the 'other' listings. Additional information on useful content for a repository was provided by 37 respondents although it must be noted that only 28 selected 'other' as an option. Broad themes are listed in Table 13. Specific content requested included multimedia elements, quizzes, exam questions and answers. Content should preferably be in small modifiable chunks. One respondent commented "One of the benefits has to be getting ideas by being prepared to look at anything".

**Table 13: Q5. Other**

Useful content	Number	Percentage
Items to embed into teaching	14	37.8
Items to inform teaching and learning process	12	32.4
Items related to assessment	12	32.4
Specific expectations of format of items	4	10.8
Unsure	3	8.1
Total	45	

Note: (% based on 37 participants)

#### 4.2 Discussion

It was not surprising that for each repository a larger percentage of respondents had downloaded material than those who had contributed material to repositories. HEAs seem to be popular from additional comments made and these were mainly in the form of resource databases or websites controlled by the HEA. They are a good way to access a large amount of information on a specific subject and they also provide links to additional resources within that discipline. From question 4 we saw that many participants ‘*strongly agreed*’ or ‘*agreed*’ to being in favour of subject specific repositories rather than general ones. This, coupled with HEA’s standing as a reputable body within the education sector, goes some way to explaining their success. Further research could be carried out to find out how people hear about or come across repositories and what draws their attention to them. This would help to identify the best possible methods for making people aware of new repositories or to increase interest/awareness of existing ones.

This section also highlighted that many people wanted to use repositories and there were only a small percentage whose views on repositories were negative. This does not mean that those in favour of repositories were actually using them as from the previous section it was clear that this was not the case. In fact, this section highlights potential reasons why people did not want to download material from or contribute material to repositories due to the time it takes to find material and because of concerns over copyright. Of the 35 participants who selected that they did not want to use a repository in most cases, the reasons they gave were barriers, such as those listed above, and not because they were against repositories or sharing. Only four participants stated that they had no need for, or interest in, repositories. Thus barriers such as lack of time, copyright and poor usability were the main reasons for not using repositories.

When looking at the material that participants would find useful, there was a clear difference between the purpose of the repository that respondents had in mind. Some respondents were thinking about materials to embed into their teaching and some thought about materials to inform the teaching process. There was a large variety of material that would be found useful and each respondent chose an average of 5.6 items. This highlighted the fact that many respondents thought that the purpose of a repository was to get anything and everything from it. It depends on the intended purpose of the repository as to whether people will use it as people will use a repository for different reasons.

## 5. Current contributions to repositories

The level of contribution to repositories for teaching materials was gauged in the next set of questions. This section also asked important questions about the reasons why individuals are motivated to share their resources and the factors that deter contribution to repositories.

## 5.1 Analysis

**Table 14: Q6a. If you HAVE contributed to a repository of teaching materials which ONE have you contributed to most.**

Repository type	Number	Percentage
Departmental	63	37.3
Institutional	55	32.5
National (subject based)	32	18.9
National (all subjects)	17	10.1
Regional (all subjects)	1	0.6
Regional (subject based)	1	0.6
Total	169	100.0

Over a third (38.8%) of respondents had contributed to a teaching material repository, of these the majority having contributed to a departmental (37.3%), institutional (32.5%) or national repository. Very little contribution to regional repositories was reported. The limited number of regional repositories available at the present time may explain this.

**Table 15: Q6b. Please tick any of the criteria that apply in relation to the main reasons for contributing to this repository**

Reason for contributing to a repository	Number	Percentage
To improve my teaching	86	51.2
To increase student motivation	81	48.2
To make sure materials are preserved	57	33.9
It's linked to my institutions VLE (virtual learning environment)	56	33.3
It's related to my research	52	31.0
I had a positive experience of benefiting from existing materials I felt obliged to contribute	36	21.4
To make useful subject contacts outside my institution	30	17.9
Colleagues are contributing	29	17.3
It gives me kudos within my institution	28	16.7
It's compulsory in my dept. or Institution	22	13.1
It gives me kudos with other UK HE Institutions	21	12.5
It gives me kudos with industry	10	6.0
To benefit from financial rewards	5	3.0
Other	27	16.1

The main reasons or motivations for contributing to a repository were varied. A high proportion (51.2%) of participants contribute to improve their teaching. Similarly, increasing student motivation (48.2%) was seen as an important reason for contributing. It was interesting to see that contributing was compulsory in some departments and institutions (13.1%). A third (33.3%) of participants said that they contributed due to the repository being linked to their institution's VLE, which demonstrates that embedding repositories into existing systems and practice helps to increase contribution. This may be linked to the ease of contributing to a repository via a VLE. A total of 27 participants selected 'other', although 39 individuals made 42 additional comments. The most common reason for deposit was cited as being to increase access to resources for students, for example "Enhancing student learning - remote & flexible access - reusability". Others cited personal or altruistic reasons for contributing, such as; "Because I wanted to give back to my colleagues which is linked to respect and equity - I did not feel obliged to do this". Five out of the six respondents stated that it was a requirement of their job or they were in support roles.

**Table 16: Q6b. Other**

Other reason for contribution	Number	Percentage
Greater access for Students	11	28.2
Personal Development / Personal Gratification / Altruism	11	28.2
Requirement of Job	5	12.8
Greater access for others	5	12.8
Administration / Management / Cost / time benefits	3	7.7
Peer / Institutional Pressure	2	5.1
Status / quality of the specific repository	2	5.1
Other / Irrelevant negative comments	3	7.7
Total	42	

Note: (% based on 39 participants)

**Table 17: Q7. If you have NOT contributed teaching materials to a repository, please state your main reasons for not doing so:**

Reason for not contributing to a repository	Number	Percentage
I do not know of any repositories	123	43.0
I do not have time to create materials in the correct format for sharing outside the institution	89	31.1
My materials are on the VLE	80	28.0
I do not have time to contribute materials	79	27.6
I keep my materials on my own website	69	24.1
I feel they are my intellectual property and want to keep control of them	59	20.6
I do not feel confident that my name will stay associated with my materials in the future	49	17.1
I would like to make my materials available to certain groups only	40	14.0
I do not want anyone else to modify my materials	29	10.1
My teaching requires different types of materials that cannot be viewed in isolation	27	9.4
I would not like my materials associated with other resources of lesser quality	21	7.3
I do not want anyone else to use my materials	16	5.6
I do not have the correct software to create materials in the correct format	11	3.8
It took me too long to try and upload any resources	6	2.1
My institution does not permit contribution	5	1.7
Other	50	17.5

This section was calculated on responses from 286 (66.5%) respondents. As with the previous question, a range of reasons for not contributing to a repository were recorded. The biggest single reason for not contributing was: not knowing of any repositories (43.0%). Not having time to prepare the materials in the correct format was cited by 31.1%, and 27.6% of respondents stated that they did not have time to contribute. Following on from this, a re-occurring free text statement was that participants felt that their materials were not in the correct state or were too incomplete to contribute to a repository. It was apparent that because materials were kept in a number of places (VLE, personal website, etc.) that participants did not want to contribute them to a repository.

Additional reasons for not contributing to repositories were expressed by 75 individuals; some of the themes identified are detailed below. The main theme was personal factors, including: lack of time; lack of knowledge/awareness of the issues; lack of confidence in own materials and not realising that other people would want them. For example one respondent commented that, "It didn't occur to me that a wider audience would want them" and another cited, "Lack of confidence in the usefulness of my materials". Internal factors were also mentioned and these were things like: no departmental policy, no one had asked them to contribute, lack of support or that the opportunity had not arisen. The context of the materials was also a common theme, with statements like: "My materials can often be only understood in combination with a lecture" and "My teaching style suits me - I'm not convinced it suits everyone", being recorded. Some individuals reported that they were not aware of a suitable repository in which to place their materials; they would want to know who was downloading their material or that

a peer-review system would have to be in place. One individual expressed concerns over the maturity of repository systems, “Repositories must be fit for purpose not the latest technology project”. The subject of copyright was mentioned with materials either not belonging to the respondent, which made them unable to contribute, that it may not be maintained or that there is a degree of uncertainty over who own copyright. One comment sums up the issues; “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”. There were also a number of comments to the fact that materials were currently being made available by alternative distribution methods. This was either to an individual’s own students; “these are available to students on CD” and “My materials are available electronically to my students”; or for wider access; “Some goes out with a software licence. Others are available on request”.

**Table 18: Q7. Other**

<b>Other Reason for not contributing</b>	<b>Number</b>	<b>Percentage</b>
Personal factors	23	30.7
Internal factors	13	17.3
Do not produce materials	12	16.0
Context of materials	9	12.0
Issues related to repositories	8	10.7
Issues related to IPR / copyright	8	10.7
Available in other ways	8	10.7
Not yet - intend to in future	5	6.7
<b>Total</b>	<b>86</b>	

Note: (% based on 75 participants)

## 5.2 Discussion

Over two thirds of participants that had downloaded material from or contributed material to a repository before had done so from a departmental or institutional repository. This again illustrated that a larger percentage of participants made their teaching materials available inside their institution compared to those who made their material available outside. The reasons why people would be prepared to contribute to their ideal repository displayed a strong preference for a variety of personal and altruistic reasons. Personal factors were most popular demonstrating that it is important for people to see the benefits they will gain from contributing. With over one-third of participants, who had contributed to a repository before, doing so to preserve their materials, it was apparent that participants wanted to ensure that their material was housed in a safe environment. This is a benefit for institutions as their employees are preserving their assets for them.

Respondents having over 15 years’ experience in academia have less of a preference for kudos than those with less experience (see Table 19 below). Respondents with over 15 years’ experience may have considered this unimportant because they were already established within a particular subject area.



**Table 19: Q1d How long have you worked in academia and q6b kudos within institution, cross tabulation.**

	Q6b kudos within institution		Total
	0	1	
Less than 5 years	29	6	35 (17.1%)
6-10 years	35	6	41 (14.6%)
11-15 years	35	6	41 (14.6%)
Above 15 years	57	9	66 (13.6%)
Total	156	27	183

Note: One participant answered Q6b but not Q1d – hence this cross is out of 27 and not 28, as participants need to answer both.

Of the reasons given for not contributing, the lack of awareness of repositories was a major barrier, which makes sense because contribution is not possible if potential depositors are unaware of the existence repositories. The issue of time was again a reason as to why participants had been prevented from contributing to repositories in the past.

## 6. Future contributions to repositories

This section aimed to gather information on the kinds of repositories respondents would be happy to contribute to in the future and to focus on access rights to materials as well as financial and non-financial rewards for depositing. It set out to define motivators that would help to overcome some of the barriers that had been mentioned in previous sections.

### 6.1 Analysis

**Table 20: Q8a. The kind of repository that you would be most happiest to contribute materials to would be:**

Repository types	Totals	Percentages
National (subject based)	212	49.3
National (all subjects)	77	17.9
Institutional	69	16.0
Departmental	40	9.3
Regional (subject based)	17	4.0
Regional (all subjects)	3	0.7

National repositories were the most favoured repository type with over two thirds (67.2%) of participants choosing this option. It was clear that a small number of participants would be happy to contribute outside their institution (16.0%) or department (9.3%). Only 4.7% would be happy to contribute to a regional repository of any kind. It is interesting to note that participants would be more willing to contribute to repositories outside of their own institution (71.9%) rather than within their institution (25.3%). Subject based repositories were favoured compared to all subject repositories in relation to national and regional repositories.

Table 21 shows the access that participants would be willing to give to their 'ideal' repository. About one third would like to see password access to registered users, 31.4% would have open access and 22.6% would give different access to different material. Less popular options were limited to students only (7.0%) and restricted within a department (5.1%) or faculty (2.6%). In relation to the above question, a similar number of participants would like to restrict access within their own institution, department and faculty as those who would be happy to contribute to an institutional or departmental repository.

**Table 21: Q8b. What type of access would this teaching material repository have?**

Access	Totals	Percentages
Password access to registered users	142	33.0
Open access	135	31.4
Different access for different material	97	22.6
Password access to UKHE	71	16.5
Access to members of UKHE	62	14.4
Within institution only	49	11.4
My students only	30	7.0
Within department only	22	5.1
Within faculty only	11	2.6
Other	12	2.8

Table 22 shows responses from 19 participants who wrote ‘*other*’ comments.

**Table 22: Q8b. Other**

Other type of access	Total	Percentage
Varied depending on user	7	36.8
Varied depending on copyright/IPR/licence implications	6	31.5
Paid access	3	15.7
Varied depending on content type	2	10.5
Not students	2	10.5
Password registered access	2	10.5
International Access	1	5.2
Not answered question	1	5.2
Total	24	

Note: (% based on 19 participants)

Varied access was mentioned by the majority of respondents who gave additional comments. The frequent mention of copyright and IPR issues highlights that participants are perhaps concerned about their material being misused. Paid access was also mentioned and one participant stated that they would like “modest payment of which I would get a share”. The most popular comment was that access to their ideal repository should vary upon the type of user, so that different users get different access to material.

**Table 23: Q9. What types of material would you be most willing to contribute to your ideal repository?**

Materials	Totals	Percentages
Text based resources	304	70.7
Reading lists	212	49.3
Photos, images, diagrams or movies	204	47.4
Links to external sites	180	41.9
Case studies	164	38.1
Collections of teaching materials	154	35.8
Exemplars of innovative teaching	139	32.3
CAL software	78	18.1
Exemplars in learner management	74	17.2
Other	30	7.0

When questioned about the types of material that participants would be willing to submit to their ideal repository, many different types of material were popular including: text based resources (70.7%), reading lists (49.3%), photos, images diagrams and movies (47.4%), links to external sites (41.9%) and

case studies (38.1%). The least favoured materials were CAL software (18.1%) and exemplars in learner management (17.2%). However, compared to material such as text-based material, there are less of these types of material around and the figures reflect this.

**Table 24: Q9. Other**

<b>Other materials</b>	<b>Total</b>	<b>Percentage</b>
Items to embed into teaching	14	33.3
Items to inform the teaching and learning process	8	19.0
Items related to assessment	6	14.2
Not wanting to use repositories / not sure	5	11.9
Depends on circumstances	4	9.5
Specific expectations of format / quality of items	2	4.7
Items related to research	2	4.7
Other comments off theme	4	9.5
<b>Total</b>	<b>45</b>	

Note: (% based on 42 participants)

With 42 respondents making additional comments, again, it was clear that participants had different perceptions of the purpose of their ideal repository with frequent reference to items to embed into teaching (33.3%) and for items to inform the teaching and learning process (19.0%). An example of the latter is pedagogical material for staff development.

**Table 25: Q10. What types of review or quality control mechanisms would you expect in your ideal repository?**

<b>Review Criteria</b>	<b>Totals</b>	<b>Percentages</b>
Users add comments and ratings	253	58.8
Review of subject content	245	57.0
Technical and legal review	235	54.7
Possibility of rejection after review	173	40.2
Indication of quality	172	40.0
Review of teaching methodology	131	30.5
Anything accepted	52	12.1

When asked about the types of review of quality control mechanisms participants would like in their ideal repository, over half of participants want users to be able to add comments and ratings (58.8%), the subject content reviewed (57.0%) and a technical and legal review (54.7%) to be carried out. It is clear that the majority of participants were in favour of some kind of quality control mechanism and only 12.1% wanted anything to be accepted into their ideal repository.

**Table 26: Q11. 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?**

Reason	Much More Likely %	Likely %	No Opinion %	Unlikely %	Much Less Likely %
Support was freely and easily available	40.9	39.8	11.9	2.8	0.2
Do not have to maintain the link once added	35.8	35.3	17.9	4.4	0.7
Department made it compulsory	34.2	23.0	17.7	10.7	7.4
Institution made it compulsory	33.7	24.4	17.9	9.5	8.6
Necessary for pay award	32.1	30.0	17.9	9.5	4.4
Help to manage and preserve resources	29.3	42.8	17.0	4.2	0.5
Connected to research as well as teaching	26.3	41.4	19.3	5.8	1.9
Opportunity to assert copyright over material	25.1	25.1	27.4	12.1	4.0
Necessary for promotion	24.9	29.3	21.9	12.8	5.1
National recognition	24.9	33.3	23.0	9.8	2.3
Institutional recognition	21.6	38.4	21.6	8.1	2.3
Leaders in subject area are contributing	20.0	36.5	24.7	10.7	2.6
Peer reviewed by specialist panel	18.6	39.8	25.6	7.4	4.2
Majority of people in subject area contributing	18.6	42.3	21.9	8.8	2.1
Criteria for national teaching award	16.5	24.4	32.6	14.0	5.3
Regional recognition	15.3	30.2	29.8	12.6	2.6
Materials rated by other users	14.0	35.8	33.0	7.7	4.2

Table 26 shows the reasons that would make participants more or less likely to contribute material in the future. Support being freely and easily available (40.9%) was the reason which would make a higher percentage of participants much more likely to contribute in the future than any other reason. Surprisingly, compulsory contribution enforced by either a department (34.2%) or institution (33.7%) was also a reason that would have a strong influence in making contribution much more likely. However these two factors gained the highest percentage for '*much less likely*'. For each reason suggested, over half of participants would be '*much more likely*' or '*likely*' to contribute to a repository in the future, showing that people have a variety of different reasons as to why they would contribute to repositories in the future.

Table 27 shows a mixture of financial and non-financial rewards that could motivate some people to contribute.

**Table 27: Q12a. If you were rewarded for contributing to the repository, which of these examples would most encourage you to contribute?**

<b>Reward / Incentive</b>	<b>Would DEFINITELY make me contribute %</b>	<b>Would make me CONSIDER contributing %</b>	<b>Would have NO EFFECT %</b>
<b>Financial Rewards</b>			
Nominated for salary increment	44.9	33.5	15.1
Nominated for lump sum reward	36.3	39.3	16.5
Royalties: e.g. per download	27.2	39.1	27.0
Gifts: e.g. books, high street vouchers	15.3	40.5	35.3
Benefits: e.g. gym membership	9.5	24.4	57.2
<b>Non-Financial Rewards</b>			
Allocated budget to spend on teaching and learning project	29.5	43.7	20.2
Satisfaction of contributing	29.1	46.3	18.8
Allocated budget to buy new office equipment	28.1	42.8	22.6
Period of secondment for professional development	23.7	39.5	28.1
Possibility of doing pedagogical research	21.9	31.6	39.8
External recognition in open access repository	20.2	40.2	30.9
Head of Department recognition	13.7	41.4	36.7
Being nominated for internal teaching prize	10.7	42.8	37.9
Article in University internal publication	6.7	27.7	57.0

Nomination for a salary increment (44.9%) and a lump sum award (36.3%) were the most popular examples of rewards that would definitely result in contribution to a repository. The satisfaction of contributing was also popular (29.1%), which shows that some participants had an altruistic approach to sharing their teaching materials. Internal rewards were less favoured with 36.7% of participants stating that head of department recognition ‘*would have no effect*’ in motivating them to contributing to a repository. Similarly, 37.9% responded that nomination for an internal teaching prize ‘*would have no effect*’. An article in an internal publication was the most unpopular reward with only 57.0% stating that this ‘*would have no effect*’ upon their contribution to a repository.

**Table 28: Q12b. Please state any other motivators**

<b>Other motivators</b>	<b>Total</b>	<b>Percentage</b>
Issues related to employment / job	26	42.6
Issues related to repositories	23	37.7
Personal factors	19	31.1
To benefit others (altruistic)	10	16.4
To benefit students	9	14.8
To benefit one's teaching	5	8.2
Negative comments related to de-motivation	3	4.9
<b>Total</b>	<b>95</b>	

Note: (% based on 61 participants)

There were 61 participants who gave 95 additional comments and the highest percentage of these were related to employment (42.6%) such as being allocated more time to do it or if it gave me the chance to collaborate with like minded colleagues. Other motivators mentioned were ones that were related to repositories and sharing (37.7%) such as improvements on rights awareness and the opportunity to give and take. Personal factors (31.1%) were mainly based around professionalism and personal satisfaction and some commented that student benefit (14.8%) would be a motivator. This shows that there are many different motivators that would encourage contribution to a repository; some of these were

personal, such as financial rewards or satisfaction, and some to benefit others, such as peers and students.

## 6.2 Discussion

Subject based repositories might be more popular as it is easier for users to find relevant material than those repositories with larger amounts of material belonging to a number of subject disciplines. One participant stated that they wanted to contribute “All and everything of quality”, however, there is a difference between a set of good quality lecture slides and a word document containing a set of links to external sites. Therefore, it is clear that participants had different ideas in relation to the formal or informal use of their ideal repository.

When asked about the types of rewards that would encourage contributions to a repository, in general there was a stronger preference for financial rewards than non-financial ones, which some would say was not surprising. However, many rewards, both financial and non-financial, would make many participants consider contributing.

The reasons why people contribute to repositories was linked to the perception of the purpose of the repository, as some people would contribute to preserve their materials and others may see it as an opportunity to assert their copyright over their material. Some participants want to get recognised nationally and institutionally by making their material available for others to view. It was also clear that if peers or leaders within a subject area were contributing then this would have an influence on contribution in the future. This was something that came up numerous times throughout this survey.

User comments were considered valuable for contributors to receive feedback so that they could modify/improve their material, or simply to receive some recognition from peers. Other users could be permitted to view the comments before downloading material; this may save time in locating specific material.

## 7. Rights associated with your materials

### 7.1 Analysis

**Table 29: Q13. In your institution who owns the copyright of teaching materials**

	<b>Totals</b>	<b>Percentages</b>
Unsure	236	54.9
Institution owns the copyright	112	26.0
Academics own the copyright	55	12.8
Did not answer	26	6.0

It was obvious that there was a lack of awareness of copyright ownership amongst HE and FE academics and support staff, with over half (54.9%) of participants being unsure about the ownership of teaching materials. In most cases, the institution owns the copyright as materials are created during the course of employment. In some universities, as pointed out by two participants, the author and the institution jointly own such material. A small number of participants (6.0%) did not answer this question. This may have been because they were also unsure of the situation but were reluctant to give any answer.

**Table 30: Q14. What would you be happy to allow others to do with their teaching materials submitted to a repository?**

	<b>Freely %</b>	<b>With limits or conditions %</b>	<b>Not at all %</b>
Display	77.7	17.2	0.5
Play	58.8	32.3	3.3
Print	57.9	36.5	1.4
Save	51.4	36.5	6.7
Excerpt	45.1	39.1	8.8
Give	44.2	39.8	10.2
Lend	39.3	42.8	10.5
Copy	36.5	42.1	15.6
Aggregate	35.6	46.5	12.3
Annotate	35.1	44.7	13.7
Modify	25.6	49.1	19.3
Sell	12.3	33.7	47.0

Table 30 shows 13 activities which participants were asked if they would be happy for others to carry out the activity ‘*freely*’, with ‘*limits or conditions*’ or ‘*not at all*’. A high percentage of participants would allow users to display (77.7%) their material freely, and over half of participants would freely allow users to play (12.3%), print (57.9%) and save (51.4%) their material. A lower percentage would allow users to annotate (35.1%), modify (25.6%) or sell (12.3%) material. Not surprisingly, 47.0% of participants would not allow others to sell their material, yet over one third would allow them to sell their material under limits or conditions. This suggests that authors would like to receive some or all of any financial gain made from the material. In most cases the percentage of participants that would like to place limits and conditions on an activity was around 30%-50% which suggests that participants wanted to keep some control over the use of their teaching materials.

In relation to the types of restrictions and conditions participants would like to place on their materials, over three quarters (75.1%) of participants wanted the author of the contributed material to be attributed. Over half (57.7%) of participants wanted material to be used for certain purposes, such as non-commercial or educational use only, and just over half (51.2%) would like the institution to be attributed to the material. Fewer participants would be willing to allow their material to be used without placing any conditions on it (6.3%).

**Table 31: Q15. What (if any) restrictions and conditions would you want to place on the use of your teaching materials?**

Restrictions/Conditions	Totals	Percentages
Author must be attributed	323	75.1
For certain purposes	248	57.7
University must be attributed	220	51.2
Usage tracking	190	44.2
Users must agree to certain terms	187	43.5
Users must register	181	42.1
Existing security features maintained	161	37.4
Use by certain groups	128	29.8
Copies must be exact replicas	128	29.8
Copies must have same format	102	23.7
No restrictions	97	22.6
Personal use only	96	22.3
Certain period of time	91	21.2
Limited to certain regions	57	13.3
Limited number of times	46	10.7
No conditions	27	6.3
Other	18	4.2

There were 27 participants who added 33 comments between them, (despite there being only 18 participants who selected ‘other’) and these were split into seven themes (Table 32). Over a quarter of the comments related to general concerns on sharing (29.6%) and to commercial or non-commercial use (25.9%). Author attribution (22.2%) was also mentioned in these comments, which followed on from the popularity shown above (Table 31).

**Table 32: Q15. Other**

Other conditions/restrictions	Total	Percentage
General concerns on sharing	8	29.6
Non commercial / commercial use	7	25.9
Original author always attributed	6	22.2
Derivative version clearly marked	5	18.5
Types of rights languages used	4	14.8
Legacy issues	2	7.4
Comments off-theme	1	3.7
Total	33	

## 7.2 Discussion

This section established that there was a major lack of awareness of copyright issues, which could lead to concerns over material being misused. As participants were from 88 different institutions this shows that this lack of awareness is a common issue that exists throughout the whole of HE. IPR issues baffle so many people and perhaps copyright awareness workshops, run by support staff, would be beneficial to clarify the situation for those who are unsure. The results of this survey showed that similar levels of ignorance to the copyright ownership of teaching materials exist as compared to those who participated in the RoMEO (Gadd *et. al*, 2003) study, where participants were surveyed in relation to their research output. However, the copyright ownership situation is much clearer for teaching materials as there are mainly two parties involved, the author and the institution, and in most cases the institution is the owner.

Participants are more willing to allow activities, such as displaying, printing and playing, which do not involve their materials being changed or merged with other material. The majority of participants



wanted to keep some control over the material that they produced by enforcing users to keep to certain limits or conditions when using their material. An important condition for many respondents was that the author's name should be attributed to the material. Interestingly, fewer participants wanted their institution attributed, yet in most cases it is the institution that is the actual copyright owner.

There was a strong preference for users having to register with a repository, and having password access. This is sensible, as it makes it easier to track who has viewed or downloaded materials and it would enable feedback to be given to contributors in the form of usage statistics. Facilitating contact between contributors of material to a repository and users of that material would be a good way to increase collaboration and this is something that respondents to the survey commented on numerous occasions.

## 8. Any other comments

This section gave participants the opportunity to add any additional remarks that they wanted to make.

### 8.1 Analysis

**Table 33: Q16. Any other comments**

<b>Any other comments</b>	<b>Total</b>
Positive comments on repositories and sharing	30
Sub-themes:	
a. Sharing	19
b. Feedback	7
c. Repositories	4
Assertion of ownership	23
Sub-themes:	
a. Assertions of ownership / IPR of teaching materials	11
b. Concerns over plagiarism, future modification or use without attribution / liability	13
Prescriptive about certain 'workings', 'type' or 'context' of repository	16
Sub-themes:	
a. Workings of repository	11
b. Type of repository	3
c. Context of repository	2
Materials	15
Negative comments on repositories and sharing	14
Comments on culture or attitudes of teaching academics / institutional policy / funding	13
Queries/concerns with questionnaire	8
Requirements for support, knowledge and increased awareness of issues to do with repositories	8
Comments on potential rewards or recognition for depositors	7
Statements over who is / should be depositing	3
<b>Total</b>	<b>137</b>

Seventy-eight (18.1%) participants made additional comments, which translated into 137 statements on the themes listed in Table 33. A higher percentage of participants gave positive comments on repositories and sharing (21.7%) compared to ownership issues (16.7%) and prescriptive remarks on repositories (11.6%). An example of one participant's positive comment was "I have no problems with other people using the material, but I would like feedback so that I can modify and improve". Another respondent stated "I am keen to avoid re-inventing the wheel and would prefer to cooperate with colleagues thereby achieving more than can be achieved alone". Fewer respondents gave negative comments (10.2%), one participant stated "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". The general feeling was that financial

rewards would be nice and if others were making money out of their teaching materials then they would also like a share. Royalties were regarded as a worthy idea but it was recognised that this could be a feature that would be difficult to implement.

## 8.2 Discussion

Considering the amount of information already gathered in questions 1-15, some participants made surprisingly lengthy comments in this section. It was clear that more participants were in favour of repositories and sharing than those against. This is reflected in the results of the '*use of repositories section*' where there were many participants in favour of repositories, but this did not mean they would use them due to a number of barriers. These barriers have been highlighted by participants all the way through this survey and are: copyright concerns; awareness and the workings of repositories; lack of time; motivators (such as rewards); and cultural issues such as the attitudes of peers and policies of an institution.

It is important to take on board, and tackle, the more negative comments, as many participants expressed genuine concerns over placing their teaching materials into a repository; for example, one participant stated "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". It is clear that from this, and other comments made, that participant cannot see any personal benefit as a result of contributing to repositories. Embedding repository systems within current practises might alleviate the time it takes to contribute material to them. Ideas like this need to be relayed to the wider community to help dispel some of the myths and preconceptions surrounding repository systems and the sharing of digital teaching materials.

## 9. Conclusion

It is clear that although most see a repository as "a good thing", many people have different ideas as to what a repository is and what its purpose is. Therefore, it is apparent that emerging repositories need to make it clear to contributors and users what they are trying to achieve in a language that can be understood. The advantages must be clearly outlined so that people can see why there is a need for repositories and sharing of teaching material amongst the HE and FE sectors. It is important to remember that people will not change because others want them to; they will only change if they see a reason for doing so, such as seeing a personal benefit or to help others with their learning or teaching.

We need to align technology with existing practice in order to facilitate this change and not hope that the technology will change existing practise. It might for some but not for the majority, as there are barriers that have been highlighted by this survey, such as technological difficulties and usability problems with this technology. One solution is to start by creating simple systems that are embedded within current practice and to have support mechanisms in place to help academics and others to increase usage of these systems.

One participant stated that "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." This is an important comment because it recognises the need for a number of factors and people to be involved to help repositories to succeed in the future, for example cultural change and improved support. Support is just one step towards helping people grasp the concept of repositories but it is a very important one which can make a difference between the success and failure of repositories for sharing resources. It is

clear that a major operational task is needed to make repositories a normal thing within HE and FE. At present, there are more barriers in people's minds than incentives but it is clear that incentives may be a solution.

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