

The background is a solid blue color. A white arc starts from the top left and curves towards the center. A light blue triangle is positioned on the right side, pointing towards the center.

Supporting the Executive Development of Fire-fighters

**Building and Managing a
Professional e-Resource
Centre to Support the
Executive Development
of
Firefighters**

This presentation will highlight the development of an EDTRANET [**Professional e-Resource Centre**] at the AIPM Library. It will discuss. Building and managing a professional e-Learning Centre which supports traditional teaching and learning alongside the new online teaching and learning methodologies. Managing and communicating collective knowledge resources, efficiently and effectively. Delivering better education services to students, achieving enhanced education outcomes, capturing and sharing the Institute knowledge assets and linking learning resources to the curriculum.



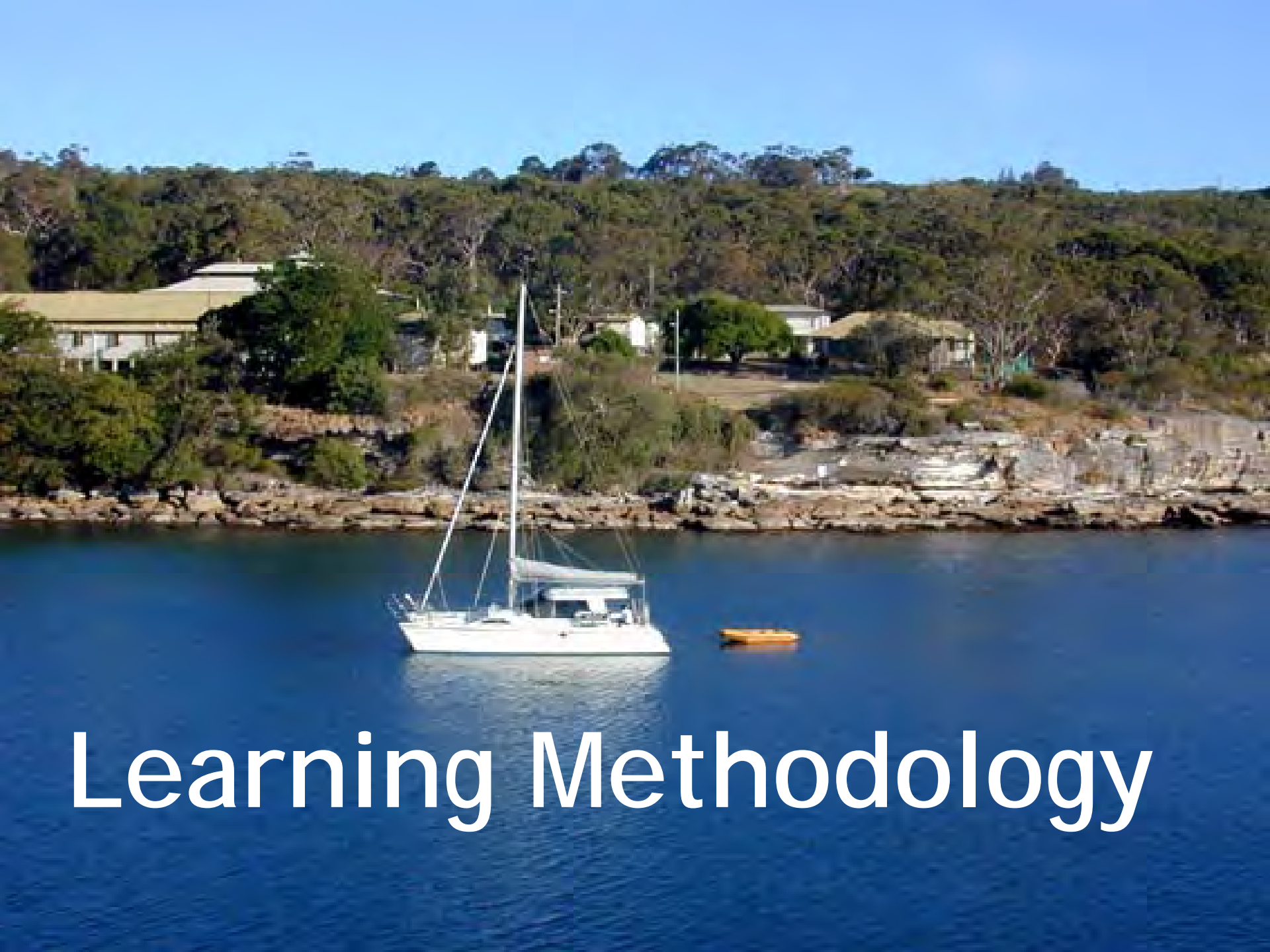
OUR LOCATION ON SYDNEY HARBOUR



PMDP and EDP



PELP and ELP



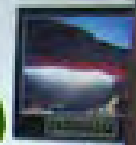
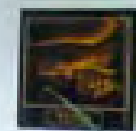
Learning Methodology



Supporting the Executive
Development Programs
PELP/ELP and PMDP/EDP

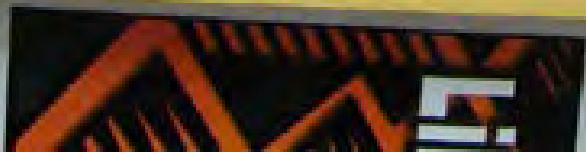


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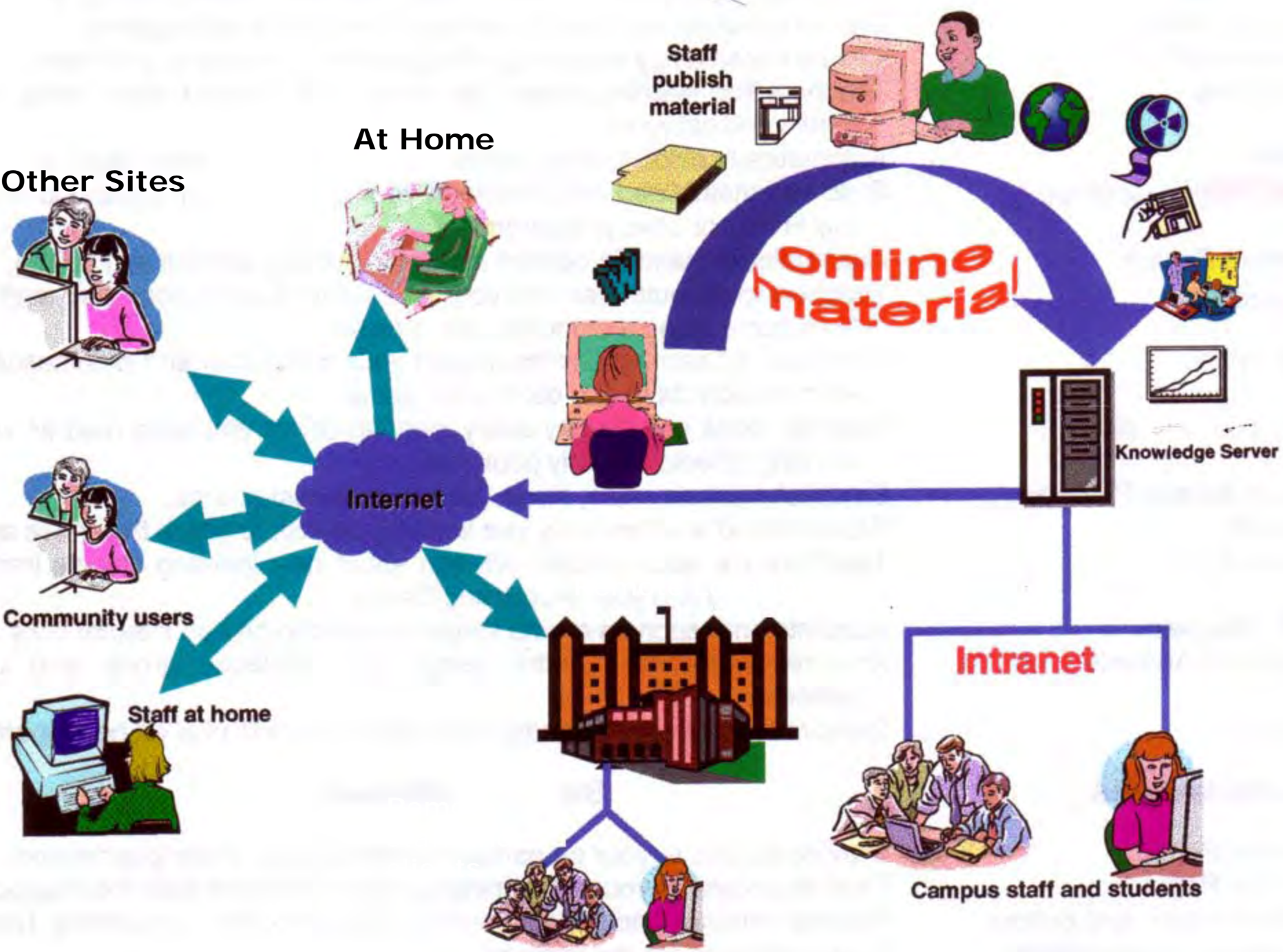
In 1997 Neil L. Rudenstine, President of Harvard University stated that:

□■ The Internet can provide access to essentially unlimited sources of information not conveniently obtainable through other means;

□■ The Internet allows for the creation of unusually rich course materials;

⑩■ The Internet enhances the vital process of “conversational” learning;

⑩■ The Internet reinforces the conception of students as active agents in the process of learning, not passive recipients of knowledge from teachers and authoritative texts.



Staff publish material

At Home

Other Sites

online material

Internet

Knowledge Server

Community users

Intranet

Staff at home

Campus staff and students

A panoramic view of a city skyline across a large body of water, with a grassy hill in the foreground and a cloudy sky. The city skyline is visible in the distance, with several tall buildings. A large ship is visible in the water. The foreground is a grassy hill with some bushes.

PROBLEMS



Philosophy

The Problems:

- Slow Internet connections.
- The various 'Firewalls' utilised by the various jurisdictions

- The legalities of licensing agreements
- Authentication and authorization

- The inertia factor –
- Intellectual property
- Copyright
- Ownership
- Permissions

A scenic view of a lake surrounded by lush green trees and a wooden fence in the foreground. The text "LESSONS LEARNED" is overlaid in white at the bottom.

LESSONS LEARNED

LESSONS

- There are real obstacles. Like so much about the Internet, these obstacles have nothing to do with technology but rather have to do with people. E.g websites that are not kept up-to-date or disappear overnight; technical service help from the IT support, etc.

- Access to learning resources,
- Ready and timely access
- Monitoring

- The more important distance learning is to the institution, the greater the potential for library and information centre involvement in the program.

- There appears to be a general lack of understanding amongst faculty and teaching staff of how librarians can assist with instructional design and curriculum development.



ADVANTAGES

Advantages of our Edtranet/Professional e-Resource Centre:

- Facilitates knowledge sharing
- Automatically alerts users about current information
- The strategic imperative of managing our knowledge resources.
- Our Resource Centre, makes the AIPM intranet site productive, efficient and cost effective.

- Thousands of dollars saved each year on management costs and the costs involved in producing hard copies of pre and post course readings then posting them out

- Course participants and other patrons have immediate access to current teaching and learning support materials and at times and places most convenient to them
- We can store learning and curriculum materials in more than one folder without duplication

- No Web expertise is required to upload items onto the Resource Centre, e.g. no knowledge of HTML is required

- information can be captured in a variety of formats, materials can be produced in a variety of formats and no re-formatting is required to upload into the Resource Centre

- Library and teaching staff can upload information from anywhere and make it available immediately to course participants thus saving time and other production costs.



REFLECTION

Postscript:

- Those libraries and information centres that can provide an effective support structure for distance learning programs, successfully market their services within the institution, and align themselves with faculty and administrators will be able to achieve a degree of recognition of their value in the new electronic environment. Those libraries and information centres that assume a less-active role may find that they lack the resources and finances to adequately serve their remote and distance learners. (*Alexander L. Slade University of Victoria 2001*)

