Abstract

This study identifies a sample of academics from Loughborough University who collaborate as part of their research and teaching activities, and explores their use of technologies in supporting their collaborative activities. This study investigates how collaborators evaluate collaborative technologies they have adopted for use. This study uses Loughborough University as a case study. Seventeen academics were interviewed to capture their opinions and experiences, as they relate to the aims and objectives of this study. Documentary evidence, such as spreadsheets of technology requirements, provided by the eLearning Centre at Loughborough University and archived materials, such as emails, provided by the research participants formed part of the data gathering and analysis. The findings show that users tend to evaluate collaborative technologies after implementation and the three main evaluation approaches are currently used: the heuristic approach, cost benefit approach, and break down method. The findings also show that no single evaluation technique alone was appropriate across the range of activities and groups identified as part of the case study.
Evaluating Collaborative Technologies used by Academics: Case Study of Loughborogh University, UK


Index Terms

Computer Science
Information Sciences
Keywords
Collaborative Technologies  Frameworks  Models and Evaluation