

**Topic stream:** A. Pedagogic research

**Submission type:** Presentation

**Submission title:**

The eTIPS Project – Exploring the Institution as Publisher

**Abstract:**

This presentation outlines the JISC funded eTIPS project – a collaboration between the UHI and Edinburgh Napier, which looks to understand the value and impact of electronic academic texts, the concept of Institution as Publisher and to model and extend good practice across the education sector. The small tight-knit project team have co-written, produced and distributed their first eTextbook, and have developed skills, methodologies and knowledge along the way. The first eTextbook is provided on the Amazon self-publishing platform, Kindle Direct Publishing (KDP), the second, to be released in 2016 likely to be made available across a broader range of online stores, such as Barnes & Noble and Apple iBook. The team have taken a novel approach in developing a companion website, too, not designed to be a substitute for the e-textbook, rather to enrich the reader experience. The website provides additional resources such as video and audio recorded by the writers and other experts in research, as well as digital artefacts and useful external links. Students can interact with other readers by contributing to each chapter's discussion forum.

eTIPS places a commitment on articulating good practice around development and design to colleagues in both partner institutions (UHI and Edinburgh Napier). A commitment is in place, too, to align clearly with the strategic learning and teaching aims of both institutions – particularly where they discuss the development and promotion of innovative practice, an enhancement of the learning experience, and the cross-partnership approach. The project is concerned to evaluate both the production and the impact of this University cultural artefact

The presentation examines, too, the role of the author and their relationship to the production process, as well as the project's strategy for sourcing its content, and the perceived impact of the first e-Textbook on and beyond the University. There are broader implications for both this style of working, and indeed for our understanding of institutional publishing, here.